THE TIMES
Higher Education
SUPPLEMENT

Plan to split ILEA comes under heavy fire

by John O'Leary

Proposals to break up the Inner London Education Authority met a solid wall of opposition this week as polytechnic directors, local government officers, unions and the councillors themselves made their stand.

The Baker report, produced by a group of London Conservatives at the request of Mr Mark Carlisle, Secretary of State for Education, was attacked as inaccurate and misleading. Its recommendation to split further and higher education and administer the five Inner London polytechnics through a joint education committee of the 12 boroughs was condemned as costly and inefficient.

A barrage of criticism of the report culminated today with the release of a letter from the directors and chairmen of the five polytechnics to the Prime Minister and Mr Carlisle. In a draft of their statement they describe the plan as "ill-conceived and illogical" and warn against its implementation.

The directors and chairmen at the City, North London, South Bank, Thames and Central London polytechnics are unanimous in their opposition to administration through a joint committee. The two neighbouring institutions which already operate under this system—Middlesex and North East London polytechnics—have had to contend with arbitrary and irrational decisions because of disagreements between the constituent authorities, they say.

Although the five institutions have had occasional differences with the ILEA, the letter says, there has always been a consistent and understandable policy. The five hope that discussions currently under way will lead eventually to national control but favour the continuation of their relationship with the ILEA for the present.

Mr Peter Newsam, education officer of the ILEA, also publicly criticized the proposed arrangement for further and higher education in a commentary on the Baker report endorsed by the authority on Tuesday.

He claims that a joint committee with its own officers would be more expensive than the present system, whereas one serviced by seconded officers would be unclear of their primary responsibilities and loyalties. Inner London would be the only area of the country where further and higher education were handled by different authorities, he says.

At a five-hour meeting of the ILEA, Conservative councillors moved an amendment welcoming the Baker report but this was defeated by 34 votes to 18. Mr Ellis Hillman, chairman of the authority's further and higher education subcommittee, described the report as ill-informed on post-school provision.

He pointed out that the report makes no mention of three of the ILEA's colleges—Avery Hill and Garnett colleges and the Central School of Art and Design.

The National Association of Teachers in Further and Higher Education warned that the omission suggested the Conservatives wanted to close the three colleges down. Education secretary Jane Rees said it was "inconceivable" the colleges had been ignored.

University print shop first to go

by Nigel Crequer

Southampton University has the dubious distinction of being first university to declare redundancies, after a finance committee recommendation the university's Central Printing Unit be closed down no later than 1980, that existing equipment be sold and that staff be redeployed or made redundant.

Unless there is a change of [illegible] and discussions are still continuing, it is likely that seven members of staff, four typists, members of the National and Local Government Officers' Association, [illegible] printers, non-union staff, will be made redundant.

The print manager, a member of the Association of University Teachers may also lose his job. He is on a three-year short-term contract. He was brought in to run the specifically to revitalize the unit.

Since the initial recommendation for closure a working party has been set up to re-examine the proposal and to consult with the trade unions. A final decision will be made by the university council on March 19.

The CPU prints university publications and departmental material. Its estimated net deficit for this year is more than £16,000 but the resident manager has calculated that if the unit was re-equipped and staffed at £40,000 was spent on it it would become an efficient service.

Both Nalgo and the AUT are annoyed at the way the university has handled the issue. The Nalgo branch has sought legal advice and claims that the university was in breach of its statutory duty under the Employment Protection Act because it did not undertake as early as possible, meaningful consultation and supply necessary information. It made the initial decision.

Mrs Ann Cutting, Nalgo branch secretary said the CPU's employees were brought about by the university management. "We had been bought in in the past on an ad hoc basis and then on a compunction on internal staff to use it." Even if we were to accept that redundancies were inevitable the university is currently employing outside for clerical staff, while typists are in this position," she said.

"It would be economically sound to close the unit. The figures we are highly questionable. There is really a case of gross mismanagement. This is the first time I have seen both authorities which manage this higher education colleges and those which have no higher education, free of their own but contribute to the AUT pool.

In the longer term, college principals and directors, as well as union representatives, might be invited to join the committee. It looked like evolving into a national planning body for higher education.

The CLEA yesterday discussed a plan put forward by Sir Ashley Bramall, a former chairman, to set up a subcommittee of the 30 local authorities which maintain polytechnics. The initiative comes from a number of polytechnic governors.

CNAA move to relax controls on polytechnics

The Council for National Academic Awards is to recommend a substantial relaxation of its controls at Sheffield City Polytechnic as part of its new policy of devolving academic responsibilities to "mature" colleges.

Sheffield is among the first batch of colleges to respond positively under the guidelines in the blue book on "Partnership in Validation", published last year by the National Council for Academic Awards.

The principal, the Rev Dr George Tulley, discussed the proposals when CNAA representatives during the council's quinquennial visit to the college last week. He wants:

- a joint CNAA/Sheffield board to run all future progress visits and to publish a joint report.
- authority to run existing courses under different modes, for example, part time or full time.
- a permanent CNAA-Sheffield committee, constituted to validate new courses, formed into the internal structure of the Polytechnic, to provide a focus for joint validation.

Approval for the first two proposals is almost certain. The third proposal, described by both sides as "more radical", is to be developed further in a special working party set up by the council and the polytechnic.

Dr Tulley said the main advantages of the proposals would be to provide improved continuity and greater predictability. "We have a tried structure for drawing up courses inside the polytechnic which works very well. But when we make a submission to the CNAA we get into a completely different ball game", he said.

"We don't expect every course to be given approval but we want to know what to expect. The present system introduces a terrible discontinuity."

He described the proposal for a permanent joint committee as absolutely vital: "We have to ensure that the peer group which decides on the future of a course includes members of the polytechnic staff that produced the course."

All three proposals now go for approval before the Committee for Institutions, which links the CNAA and colleges. Dr Edwin Kerr, chief officer of the CNAA, said the council had recommended acceptance of the first two proposals, and reacted positively to the third. "But some of the details and terms of reference of the new committee need to be developed."

Kingston Polytechnic is among other colleges who have also submitted new proposals on validation. Dr Kerr said he hoped other colleges would now follow suit.

Leader: page 31

A life-size fibre glass sculpture called Cum-front by Malcolm Poynter, a former student at the Royal College of Art, will be on show at an exhibition in Cambridge's Fitzwilliam Museum from next Tuesday. It is part of an exhibition of the work of Bernard Meadows and pupils.

Student unions throw out disaffiliation

The tide in favour of disaffiliation from the National Union of Students seems to have ebbed dramatically in the last week. Nottingham University and St George's Medical College, London, have both voted by significant majorities to remain in the union, and Durham University threw out a motion to hold a referendum on the subject by 330 to 28.

Reading University, which along with Dundee and Kings College, London, recently voted to leave the NUS, are now set to have a fresh debate on the issue.

Although disaffiliation motions are still on the agenda at Kent, Exeter, Newcastle, Aston and University College London, the NUS president, Mr Trevor Phillips, who spoke in the debates at Nottingham and Durham, is in a buoyant mood.

"Wherever we have been able to answer the arguments and allegations put out against the NUS, we have been very successful in the votes", he said.

Some NUS officers have described the wave of disaffiliation moves as a "sinister right-wing" plot. They have been particularly incensed by a leaflet headed "40 reasons to leave NUS" which is circulated on campuses.

It alleges that the union is on record as having supported the IRA and other "freedom fighters" and is known for wasting funds on bureaucracy. Mr Phillips describes this leaflet as "a slender sheet and peck of lies".

He says the campaign is no more than a move by right-wingers within the Federation of Conservative Students to wrest back control of the organization as current FCS policy is to work within NUS to democratize the union.

Mr Brian Monteith, the Scottish chairman of FCS claimed that any organized campaign was being run. He said he was helping with some centres publicity although a leaflet had been produced at Heriot-Watt University independently.

The Freedom Association said it was not directly involved in the recent campaign, although it supported voluntary membership of the NUS.

MPs to visit threatened NELP sites

Members of the Commons select committee on education are to visit North East London Polytechnic later this month as part of its inquiry into funding of higher education courses.

The committee was careful to emphasize that there was no direct connexion between the visit on March 19 and the controversy over proposals to cut back on a wide range of courses and withdrawal from one of the polytechnic's main sites.

Committee chairman Mr Christopher Price, Labour MP for Lewisham West, said: "This is one of a series of informal visits to institutions by members of the committee to familiarize themselves with the general situation in higher education. While members are not unaware of the developments at NELP, we decided to pay a visit long before the present situation arose."

It is highly unlikely that the plans will not be raised with the MPs. Mr Price said: "If the specifics of NELP come up, I believe that will be very helpful."

It emerged this week that the Council for National Academic Awards is taking a close interest in NELP's future. The CNAA has been fully briefed on the outline plan for contraction to a two-site polytechnic; narrowly approved by a committee of governors last week.

Dr Brosan has withdrawn his memorandum to deans of faculties which instructed them to halt recruitment to threatened courses pending final decisions.

The joint union liaison committee representing the six campus unions held exploratory talks this week with the MPs with considerably interests in the polytechnic.

Staff of Manchester Polytechnic last week held a mass meeting in protest at a £1.2m cut in its budget.

BBC education cutbacks arouse Scottish wrath

by Olga Wojtas
Scottish correspondent

The proposed BBC cuts have caused an outcry in Scotland where money for educational broadcasting is to be drastically reduced and the BBC Scottish Symphony Orchestra disbanded. The effect of the cuts on educational broadcasting in the rest of the country is still uncertain.

The BBC has proposed 10 per cent cuts on network radio education programmes, although no decision has yet been made on which programmes would be affected.

The Secretary of the Schools Broadcasting Council for Scotland, Mr Sholto Aitken, has criticized the proposals as discriminating against education broadcasting and a withdrawal of BBC commitment to the service.

"Our other concern is that we have a separate education system, and the service does its best to respond to the needs of Scottish schools. The broadcasts are in areas of the curriculum where we could not expect provision to be made on the United Kingdom network from London", said Mr Aitken.

BBC Scotland's controller, Mr Patrick Ramsay, has proposed almost immediate cuts of 25 per cent in school broadcasts, followed by a withdrawal of the remaining 75 per cent next year with a view to having the service funded from other sources.

Mr Ramsay has had to cut back on the average spending BBC Scotland's proposals average figure for the BBC as a whole, which means £1m of his present £14m budget. Ninety-four jobs out of 1,300 will be lost, but the major cut is the SSO, which costs £550,000.

A special meeting of the Schools Broadcasting Council has been called and two council members have met the Scottish Parliamentary Labour group's education convenor, Mr Donald Canavan, and other committee members to discuss what action should be taken.

Mr George Foulkes (MP for Ayrshire South), backed by 10 other Labour MPs, has tabled a motion deploring BBC Scotland's proposals.

Oxford fees fight

The first undergraduates in more than 700 years is set to be the subject of a speech next week to the Conservation, the Parliament of the University's dons. Mr [illegible], president of Oxford Union Student Union, will be proposing a motion to block a move to charge fees to new overseas undergraduates reading the arts, by more than the minimum recommended by the University Grants Committee.

Blue films inquiry

A report on a film show which included a blue movie shown to students at Aston University is to be sent by police to the Director of Public Prosecutions. The university is also conducting its own internal inquiry into the incident, chaired by Professor Malcolm Holmes, head of the civil engineering department, which expects to report next week.

The film, called "Jolly Hockey Sticks", was part of a series of lectures on human relationships for a course run by lecturer Dr Philip Calthery. The course, called "Know Thyself", [illegible]

NEXT WEEK

Charles Osborne on W. H. Auden
Farewell profile on Lord Perry, The Royal Greenwich Observatory
Tony Tanner on "The Harvard Guide to Contemporary American Writing" (Social administration books special)

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Authorities plan fairer share-out

by Peter David

Britain's local education authorities are pressing rapidly ahead with plans to set up a national committee which will advise the Secretary of State on the distribution of some £400m next year to polytechnics and colleges.

At a meeting yesterday of the Council of Local Education Authorities members were told that the creation of an advisory body was essential to avert a repetition of this year's crisis in polytechnic and college budgets.

Local government officers explained their plans to DES officials last week, and councillors will hold a parallel meeting later this month with Dr Rhodes Boyson, under secretary for higher education. An advisory committee could be established this year to preside over the distribution of funds from the Advanced Further Education pool in 1981-82.

The speed with which the local authorities are moving is an indication of the anger of some of their members at the inequitable shares-out introduced from the cash limited pool. Figures from the DES show that while some authorities received 37.9 per cent less than they wanted, others had their budgets cut by as little as 0.7 per cent.

A DES study group under Mr Stephen Jones is already examining fairer methods of distributing pool funds, but local authority members are firmly against adopting the main proposal, which is for funding polytechnics by applying rigid average costs.

Their view is that although unit costs could be a guide to the distribution of higher education funds, any attempt to impose on the arbitrary formula applied this year would entail educational and political as well as financial judgements, which could be made by the new committee.

No firm decisions have yet been taken about the membership of the committee, but it would probably bring both authorities which maintain higher education colleges and those which have no higher education, free of their own but contribute to the AFE pool.

In the longer term, college principals and directors, as well as union representatives, might be invited to join the committee. It looked like evolving into a national planning body for higher education.

The CLEA yesterday discussed a plan put forward by Sir Ashley Bramall, a former chairman, to set up a subcommittee of the 30 local authorities which maintain polytechnics. The initiative comes from a number of polytechnic governors.

Lecturers are overpaid says Clegg evidence

by David Jobbins

Polytechnic and college lecturers are overpaid in comparison with employees in industry, commerce and the rest of the public sector, confidential studies carried out for the Clegg Commission on pay suggest.

Surveys compiled by Clegg staff indicate that some should be paid 24 per cent less.

This early data, which includes exercises carried out for the commission by Inbucon, the management consultants, shows that while most schoolteachers deserve pay increases, only college staff on principal and vice-principal grades are comparatively underpaid.

Dismissing the findings as nonsense, Mr Peter Dewson, general secretary of the National Association of Teachers in Further and Higher Education, said: "It must be obvious to everyone that this exercise has not worked." It is the first time that NATFHE leaders have broken the code of confidentiality.

Professor Clegg has been supplied with six surveys, on the ranking orders of jobs. Two have been specially drawn up for Inbucon over the past months by judging panels comprising management, teachers' representatives and independents. The first survey is a comparison of lecturers' earnings and the salaries of non-teachers. The second excludes public sector occupations from the rank orders.

Survey Three is an Inbucon comparison with United Kingdom executives. Number Four used a British Institute of Management Survey, while Numbers Five and Six used the Office Salaries Analysis drawn up for the Institute of Administrative Management.

Professor Clegg: crude data

The table shows the adjustment to median salaries in each grade necessary to bring lecturers into line with the comparators.

Lecturers on the lowest scales fare worst with only one of the Inbucon-based surveys suggesting even a modest increase and calculations of over-payment ranging as high as 27 per cent. It is only at principal and vice-principal levels that pay rises are demonstrated to be necessary.

According to Mr Dawson, there are a number of technical reasons for the failure of the exercise to come up with useful data. A crucial one is the use of median salaries which works well for the schools. But in the colleges, where many lecturers are concentrated towards the top of the scales, median pay is also near the top and only a minute increase is needed to adjust it to an external comparator.

One of the jobs was also incorrectly described — producing a dramatic effect on such a small sample.

Mr Dawson accused management representatives on the judging panel of snobbery in placing craft lecturers in disciplines such as plumbing and printing near the bottom of the rank order, depressing the results still further.

"Their teaching skills appear to have been disregarded and it looks as though they were judged as if they were printers or plumbers", he said.

Mr Dawson put a large share of the blame for the bizarre findings on the behaviour of the management representatives on the judging panel. Repeating his accusation—which they have denied—of block voting during the "thickening up" exercise earlier this year, he suggested this had distorted the rank orders against the interests of lecturers.

"We will expect Professor Clegg to produce a report which has regard to the realities of the position—not to a set of figures contained in initial crude data derived from one part of the exercise", Mr Dawson said.

Hopes are now pinned on Professor Clegg and his staff reprocessing the data to overcome union objections, which were put to him at a frank meeting this week. At that meeting Professor Clegg emphasized that the data was crude, and that it formed only a part of his commission's work in establishing what lecturers should be paid.

	median pay	Survey 1		Survey 2		Survey 3		Survey 4		Survey 5		Survey 6	
	£	£	%	£	%	£	%	£	%	£	%	£	%
Principals	12,812	15,770	23.1	16,000	24.9	17,117	33.6	16,688	30.3				
Vice Principals	11,187	15,000	34.1	14,250	27.4	13,184	8.8	15,705	40.4				
Heads of Depts.	9,702	8,766	−9.6	8,073	−16.8	8,522	−12.2	10,590	8.2				
Senior Lecturer	7,701	7,212	−6.3	7,149	−7.2	7,759	0.8	7,454	−3.2				
	to	to		to		to		to					
Lecturer II	6,873	8,500	10.4	8,500	10.4	8,322	8.1	8,357	11.1				
Lecturer I	5,814	6,955	1.2	6,070	−11.7	6,206	−8.9	6,532	−5.0	4,962	−27.8	4,997	−27.3
		6,430	−6.6	9,585	−3.9	6,286	8.1	6,288	8.2	4,962	−14.7	4,997	−14.1

Boyson refuses to answer MPs' questions on overseas fees

by John O'Leary

A minister and civil servants from three Government departments this week refused to tell MPs whether there had been any discussion of the likely side-effects of raising overseas students' fees before new levels were set.

Despite repeated questioning by members of the Foreign Affairs Select Committee's subcommittee on overseas development Dr Rhodes Boyson, under-secretary for higher education, and the six permanent officials stood firm. Any question remotely touching on interdepartmental consultations was firmly resisted.

Lord Gordon Lennox, assistant under-secretary at the Foreign Office, even refused to disclose whether there had been consideration of the political implications of the fee increases within the Foreign Office itself. This came less than a week after the Overseas Development Administration (now under the Foreign Office) had agreed to provide similar information to a new peer for the subcommittee.

Dr Boyson, who defended the Government's decision in evidence lasting almost an hour, said he was under instructions not to comment on certain matters. Pressed on the necessity for some consideration of consequences other than purely financial or educational, he said: "I can only listen with interest to what you say within the present convention."

Mr Kevin McNamara, chairman of the subcommittee, after the meeting accused the witnesses of hiding behind the convention on confidentiality on every possible occasion. Regardless of judgments on the political advisability of decisions, he said, the process of arriving at a given policy was a matter of legitimate interest.

"If there is going to be a persistent insistence on this line of policy then the new select committees are going to be thwarted in their efforts to assess the quality of advice being given to ministers and the decisions being taken", said Mr McNamara.

In a letter to Mr McNamara, Mr Mark Carlisle, Secretary of State for Education, said that since the decision to raise fees was a collective one made as part of the Government's public expenditure plans, the sub-committee could not expect to receive information about the advice given to Ministers by officials or the processes through which a avenue particular decision was reached.

Dr Boyson told the subcommittee the decision to raise the fees is an economic level, which still did not

turn to back page

Police harass philosopher

Oxford University's philosophy subdivisions is to continue to sponsor visits from Western academics to Eastern private lectures to a group of Czechoslovak students who meet in Prague, under Dr Julius Tomin.

Dr Tomin, a philosopher who has been holding unofficial seminars for three years, is now being harassed and encouraged by security police to leave his country. He is a dissident, an official teaching post.

Last week 12 police interrupted one of his seminars and arrested Dr William Newton-Smith, Fellow and tutor in philosophy at Balliol College, Oxford.

Rush to join university

The university year begins in Zimbabwe today in hectic conditions following Mr Mugabe's overwhelming election victory. A huge influx of late applications in the last week is expected to almost double the usual number of first year students, with an unprecedented proportion of black students.

About 400 would-be students more than the 560 already accepted have now filed late applications for first-year places in anticipation of an early end to the military-call-up, which in past years prevented their beginning their studies.

Although officially the students still need a certificate of exemption from the Department of Military Manpower, they are confident that with the end of the war and the impending incorporation of around 20,000 ex-freedom fighters into the regular armed forces, their compulsory services will no longer be required.

Ever since the election results were announced the students have been arriving at the university registry claiming that their applications—due last September—must have got lost in the post.

There is every chance that most of them will be accommodated if they can find an finance.

Contents

Life of a poet

Charles Osborne, author of the first biography of W. H. Auden (above), discusses some of the difficulties in gathering information about the poet, 9

Reflections of a V-C
Charlotte Barry talks to Lord Perry, OU vice-chancellor for 11 years, who retires shortly, 8

Harvard guide
Tony Tanner reviews the "Harvard Guide to Contemporary American Literature", 14

Academic freedom
Professor Gordon Hunnings discusses the problems of academic freedom in Dr Banda's Malawi, 12

Social work
Robert Holman and Peter Willmott contribute to four pages of reviews of social administration books, 19-21

Astronomy royal
The Greenwich Royal Observatory is 300 years old this year; Robin McKie looks at its history and work today, 7

North American news 5
Overseas news 6
Books 14-21
Noticeboard 22

Opinion
Letters
Laurie Taylor 30
Leaders: tough thinking needed on cuts
William Taylor 27

Principals to get new discipline code

by David Jabbins

New guidelines for college principals faced with handling disciplinary action against fellow trade union members of their staff are to be drawn up.

Leaders of the National Association of Teachers in Further and Higher Education are to prepare the new code following a discussion at the union's national council of the case of sacked West Ham College lecturer Mr John Regan.

Mr Regan was suspended by his principal, NATFHE national executive member Mr Eric Williams, for refusing to complete student report forms and declining to be interviewed by the principal's office. He was later dismissed by Newham education authority.

The findings of an industrial tribunal which heard a claim from Mr Regan that he was unfairly dismissed are awaited.

Mr Regan was refusing to fill in the forms, introduced when the system of student assessment was revised at West Ham, as part of the campaign for a merger between the two lowest pay grades for lecturers.

The new guidelines will be submitted to the next national council in July for amendment and/or approval.

The union council called on the executive to seek Mr Regan's reinstatement. It also "noted" a confidential report by a committee chaired by Sir Edward Britton, senior research fellow in education at Sheffield University, which was asked by the executive to inquire into the affair.

The inquiry found "somewhat regretfully" that Mr Williams had no option but to suspend Mr Regan, but described the final verdict of dismissal as harsh.

Its members felt considerable sympathy for Mr Regan's predicament, but had difficulty in seriously faulting Mr Williams's conduct—except perhaps for the speed with which he suspended the lecturer.

On the issue of actions at national executive and head office level the inquiry says: "We found no evidence that the association had been remiss in any way in its defence of Mr Regan or in its attitudes to the case."

Every effort was made to make sure Mr William's dual role did not influence the executive's discussions and actions, the report says. Mr Williams withdrew from executive meetings when the West Ham affair was debated.

The committee made a number of recommendations, which were put to national council by the executive and noted. They cover a review of standing orders of union bodies down to branch level to ensure they meet rent needs; the keeping of proper branch minute books; wider publicity to the principle that members whose tenure is at risk have absolute priority for union support; and the advice given to branch officers on procedures for meetings.

Because the executive put forward a motion asking council simply to note the inquiry report, it avoided the embarrassment of a vote on motions submitted by a number of regions calling for its rejection.

One issue not discussed in the relatively short debate on the affair was whether college principals and vice-principals should be members of the union.

This year's annual conference in Scarborough is due to discuss a move to change the rules and bar college principals and vice-principals from membership of NATFHE. Conference is also expected to debate a call for the costs of Mr Regan's industrial tribunal action—about £600—to be paid by the union.

A hearing into allegations that two NATFHE members broke the union's disciplinary code by handing out leaflets claiming that Mr Williams had victimized Mr Regan, which had been due this weekend, may now be postponed because of the illness of one of the people complained against.

University makes nursery assistant redundant

by Nigel Cropper

Sheffield University is to make a nursery assistant redundant and renegotiate the contracts of other staff to reduce the number of weeks worked in a year.

The move is part of a comprehensive package aimed at saving the nursery about £14,000 in a full year. The university eventually wants to phase out any subsidy towards nursery costs and has been unable to make any commitment about maintenance after this year.

Members of the National and Local Government Officers Association at Sheffield will be calling a meeting within a week to consider what action to take. The Naipa branch had previously called for "any necessary action" to be taken against the nursery cuts.

The cuts have been made necessary because of guidance by the University Grants Committee that universities may not subsidize nurseries from their recurrent grant.

This week the university's resource committee accepted the proposals on the redundancy and other savings and these will now go to the finance committee and then a meeting of university council. Originally the proposal was that two members of staff would have to go, but one person has already given notice.

A spokesman for the university said: "This is a one-year emergency plan. We do not think we can close the nursery precipitately but we cannot give any commitment beyond the academic year."

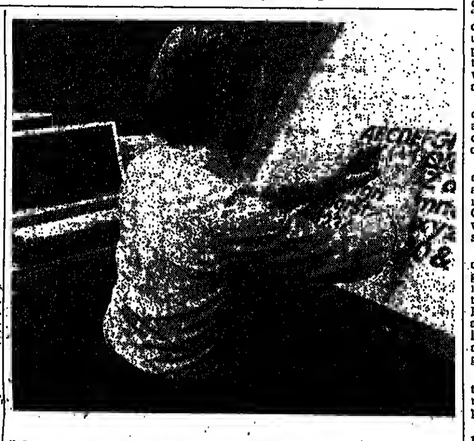
Mr Paul Blomfield, Naipa branch secretary, said: "When the nursery was taken over by the university we were given an assurance that existing conditions would be maintained for existing staff.

"Now the university is saying this is not the case, which is different from what we were led to believe", he said.

Mr Steve Grobler, president of the students union, said that the proposals were a reasonable compromise. "But I am very disturbed by their statement that they are not prepared to consider funding it after one year. It means that everyone who works in the nursery will not know what is going to happen".

Last weekend a National Union of Students conference pledged to develop the campaign against the nursery cuts by lobbying MPs and college governors. In the autumn the NUS will organize a joint conference with teaching and campus unions.

About 100 staff and students at York University have signed a petition to protest against two unfilled vacancies in the philosophy department. According to the petition the staff-student ratio is now the worst in the university and several courses advertised in the prospectus have had to be abandoned.



Polycod—a new computer graphics centre—opens at Middlesex Polytechnic on March 27. Housed at the Poly's Bounds Green site, it is based on a Prime 550 computer backed up with a large digital platter, a large digitizer, display screen and several terminals. The core of the centre is the Innovative PICASO computer graphics system which can draw two-dimensional shapes and creative views of three-dimensional objects.

Lords talks running out of time

Labour moves to set up a national commission to oversee pooling arrangements for the maintained sector of higher education were again in danger of being talked out in the House of Lords this week.

Slow progress on the early stages of the Education (Number Two) Bill seemed likely to produce a repeat of the rushed debate in the Commons on the higher education provisions. Discussions on the carping of the paul were due to take place today—the last day allocated for the committee stage in the Lords.

Baroness David, who criticized the arrangements for the pool when the Bill was given its second reading, is to move the amendment introduced by Mr Neil Kinnock, the shadow education secretary, in the Commons, calling for the establishment of a national commission.

The amendment would oblige the Secretary of State for Education to consult a commission before using the powers proposed in the Bill for allocating money to local authorities. The commission would have at least 25 members appointed by the Secretary of State after consultation with the relevant bodies, including students.

Baroness David said the proposal was intended to introduce at least some element of consultation into a procedure which had proved disastrous this year. It stopped short of suggesting a permanent national body of the kind recommended by the Oakes Committee.

Colleges help revive inner city area

A university and a polytechnic are combining their expertise for a unique project to assess the contribution they can make to the industrial regeneration of a run-down area of London.

The Industrial/academic project, mainly funded by the Hackney and Islington Inner City Partnership Scheme, will take a year to complete. Staff at the Polytechnic of North London and City University will present their report in January 1981 after which a decision will be taken on the feasibility of establishing permanent liaison arrangements.

Miss Helen Rubinstein, a member of staff at the polytechnic, has been seconded to the project for the year as field officer based in Hackney. She has already been able to put small businesses in contact with relevant departments to deal with practical problems.

Two staff in the university's business school and one in the polytechnic management studies department will capitalise the academic responses to the project. Both institutions see the project as an opportunity to provide valuable experience for students in dealing with real situations, as well as benefiting the community.

British Prisons

Basil Blackwell have informed us that their book *British Prisons* reviewed on page 15 has been temporarily withdrawn from sale.

Employers' divided loyalties

by Patricia Santinelli

A warning that greater efforts must be made to maintain the balance between education and employer representatives at Business and Technician Council meetings has come from the chairman Mr J. M. Bruce Lockhart this week.

Mr Lockhart says in the council's annual report that although both sectors are evenly represented on BEC boards and committees, their first loyalty of the employers is always to his firm. Invariably this means that the education sector is in the majority at meetings.

"The council must always watch to ensure that the employers' voice does not fade", Mr Lockhart adds. "In the first three years of the council we showed an agreeable unity, but once we got down to the practical problems such as education, vested interests appeared which may one day create a lack of purpose."

Mr Lockhart admitted that the council had after careful study abandoned its planned major exercise into the cost and effectiveness of business education.

"Many of the factors are unquantifiable and we had doubts about its cost-effectiveness and usefulness. However, should the Government want such a study, we would cooperate", Mr Lockhart said.

One exercise in improving efficiency has been a monitoring programme based at Leeds Polytechnic where a database is being used to store details on registration of BEC students, together with records of their in-course assessments. It is also intended to follow a sample of students to see how they progress through their careers.

Mr Lockhart also warned that the impact of new technology demands a complete change of skills policy on sectoral levels.

The report shows that 500 colleges are now running new BEC courses. Results for general BEC awards which were offered for the first time in 1978-79 indicate that 12,000 out of nearly 14,000 students completed their course and achieved a pass rate of 81 per cent obtained a pass with credit.

Boyson considering student loans

Student loans is one subject now being investigated by the Government as part of a detailed examination of the financing of higher education.

Dr Rhodes Boyson, under secretary for higher education, said that in the present economic climate every alternative to cut expenditure would have to be looked at. About £350m a year is now set aside for student grants.

"All I can say is that we are preparing papers on the way colleges are financed and also on student loans. But nothing has been decided. It is a part of a normal long-term review."

Dr Boyson is known to favour at least a partial loan system under which the state would pay the fees and lend the maintenance elements of the grant. After last week's meetings with representatives of the National Union of Students, part of the Government's triennial review of grants, Dr Boyson expressed sympathy for demands to end means tests and discretionary grants.

He is also considering a move to pay the different elements of the grant separately. The NUS has long argued that the rent element bears little relation to actual rents charged by colleges.

"I know this is keenly resented by many parents. And if 18 is the age of majority in our society, it is not correct to have means tests for people over that age."

But he described the NUS claim for a 36 per cent increase in student grants as "totally unrealistic". The Government's response, expected after the Budget would depend on the inflation rate, the "fall-down" students experienced last year, and overall economic plans, he said.

"I appreciate sympathy does not pay bills, but at present it is obviously very difficult to meet these sorts of demands."

About 10,000 students marched in Glasgow and London last week in support of their claim for £51.25 a week (£63 in London). The main slogan written across 4,000 balloons released in Fleet Street, London, was Stamp out stupidity: stop the education cuts.

Mr Clive Jenkins, general secretary of the Association of Scientific, Technical and Managerial Staffs and chairman of the TUC education committee, told 6,000 students in London they were the human resources of Britain. He pledged support for an and in all discretionary grants "so that no fertile brains are left to mouldert because of lack of funds."

Mr Neil Kinnock, Labour's education spokesman, denounced Government cuts at a rally attended by 4,000 students in Glasgow.

● Six candidates are fighting the top post of president of the NUS which will be decided at the union's conference in Blackpool next month. Mr David Aaronovitch, vice president NUS national secretary, and backed by the Left Alliance is strongly tipped to win. He faces opposition from: Anne Begley (Conservative Students), Rob Rose (Socialist Students Alliance), Stuart Hepburn (Socialist Workers' Student Organisation), Keith Ibbetson (Independent left) and Chris Hamel-Smith (Liberal Independent).

Rumours sapping morale

Morale at Stirling University is being destroyed by the rumour of its closure, according to its former principal, Dr William Cramond.

In his annual report Dr Cresmond, who has now taken a top medical post in Australia, said the rumour, for which there was no basis, might well have indirect effects on the flow of new students.

The rumour was quite noisily in the university, said Dr Cramond, and he called on the media to lay it to rest once and for all. In the report, Dr Cramond also criticized the student rent strike and did his at the university administration offices, a result of a shortage of off-campus accommodation at the start of the autumn term.

Dr Cramond said the university court made it clear that direct confrontation by the students was not to be tolerated, particularly in an institution such as Stirling which had a consultative and committee structure to deal with the problems.

Study weekends voted a success

A series of study weekends for students taking A level examinations has been so successful that a new enlarged programme is being planned for November 1980.

Sponsored by Lloyds Bank and organized by Sovereign Education, the series attracted 2,000 students on eight study weekends designed to provide an alternative which an individual school or local authority would be unable to offer.

Principals launch poly counter-attack

by John O'Leary

College principals have accused the Committee of Directors of Polytechnics (CDP) of seeking to close the colleges and institutes of higher education. They believe the directors want their sector abolished and its work taken over by the polytechnics.

Now, in an attempt to safeguard their future and promote the development of their own representative body, the Standing Conference, the principals have decided to launch a counter attack.

The official report of the principals' annual general meeting says that: "Standing Conference should more vigorously protest the case for the support of the colleges and institutes of higher education during the next year and confront the polytechnic position, which might be summarized as either the absorption or annihilation of the colleges and institutes, and the separation of the surviving group from the local education authorities.

Ultimately, the Standing Conference wishes to see one group representing all the mainstream sector of higher education, working in parallel with the University Grants Committee and the Committee of Vice-Chancellors and Principals. But all overtures to the CDP have been rebuffed and the new leadership of the principals appears to have decided on a tougher line.

Their first target will be the secretariat provided by the local authorities for the CDP. The principals are anxious to obtain similar arrangements for their own group, and are arranging a meeting with the Council of Local Education Authorities to put their case.

Mr Neil Morrill, director of Boling College and the new chairman of the Standing Conference, said this week that the polytechnic directors' wish for independence from the local authorities highlighted the anomaly of the present distinction in servicing the two groups.

"It seems to me an act of absolute lunacy for the local authorities to continue to fund the CDP under the present circumstances", Mr Merrill said. "It is rather like paying your own executioner".

He added that he hoped the apparent antagonism towards the colleges and institutes demonstrated by the CDP would prove to be a matter of political expediency to be ameliorated in the long term. Until attitudes changed, the Standing Conference would have to stand up for the interests of its members.

EOC issues sex guidelines

Colleges are to be issued with guidelines by the Equal Opportunities Commission on how to discriminate positively in favour of both male and female applicants when there is a shortage of either sex in certain subjects.

The EOC fears that the provision for positive discrimination which exists under the current Sex Discrimination Act is being neglected because too few institutions are aware of its existence.

Under section 47 of the Act, colleges, universities, industrial training boards and Government training agencies can recruit women to train for jobs traditionally held by men, and vice versa.

But in order to do this, they have to prove to the Department of Education that the number of either sex training for a profession at either national or regional level is non-existent or minimal.

Currently, ITBs are the only bodies making use of the provision. But it is hoped that the guidelines will encourage colleges to rethink their policies by, for example, providing single sex courses for female technicians — there are currently 250,000 technicians, of whom only 3,000 are women—or in craft design and technology.

The provision's other application could be in increasing recruitment in teacher training courses where the number of male or female applicants is falling, in particularly the latter, and in retraining courses for teachers in shortage subjects.

Union attacks Finniston plan

Opposition to fundamental aspects of the Finniston report is threatened by the National Association of Teachers in Further and Higher Education.

The educational implications of the report were discussed at the union's national council, and concern expressed that the proposed engineering authority to oversee training and registration would be "elitist" and enjoy far wider powers than any comparable body.

A resolution was passed attacking some of the proposals and calling on the national executive to oppose them. Anxieties were that special treatment for engineering education could have detrimental effects on the rest of further and higher education; that the engineering authority could lead to "unacceptable interference" with lecturers' professional independence; that work could be transferred from the public sector to the universities; and the implications of deliberately created differentials in lecturers' salaries and student grants.

East Anglia lecturers' dispute over sacking

The University of East Anglia was teaching cautiously this week to industrial action by lecturers over the dismissal of one of their colleagues.

Lecturers belonging to the Association of Scientific, Technical and Managerial Staffs are refusing to cooperate with examination and assessment procedures until politics lecturer Dr. Vincent Geoghegan is reengaged. ASTMS says he has lost his job after being employed by the university for two and a half years on a string of temporary contracts, thus being denied protection under employment legislation.

ASTMS, which claims to represent more than a quarter of UEA's lecturers, says the action will delay or prevent the publication of examination results as well as setting up question papers, and that the whole procedure could be disrupted unless the dispute is settled quickly.

The first problem for the university is the assessment of students' first two terms' work. UEA says this is not due to begin for some days.

"Our declared policy is that it is our duty to carry out the assessments", a university spokesman said.

ASTMS has again written to the university seeking further talks on Dr Geoghegan's case. It has warned that if the university continues to reengage the lecturer, its members will consider further industrial action—including an all-out strike.

Overseas students cite declaration

by Paul Flather

Overseas students are turning to the Lusaka Declaration on racism and racial prejudice in a bid to continue their fight against higher tuition fees they they will have to pay the next academic year.

The National Coordinating Committee of Overseas Students (NCCOS) has sent letters to all Commonwealth High Commissioners appealing for their support under the terms of the Declaration.

"The new charges are unjust and discriminatory and we aim to remind Commonwealth countries that they should be imposing them with us", said Mr K. K. Tan of NCCOS.

The Declaration signed at the Commonwealth conference in August 1979 affirms that "there should be no discrimination based on race, colour, sex, descent or national or ethnic origin . . . in the economic, social or cultural fields, particularly education, health employment . . ."

Admitting that legislation alone cannot achieve this the Declaration continues. "We endorse the need to initiate public information and education policies designed to promote understanding, tolerance, respect and friendship among peoples and racial groups."

NCCOS, the smaller of two organizations which aims to represent the interests of overseas students in Britain, is also considering an appeal to the European Court of Human Rights.

Two weeks ago NCCOS organized a march and rally in Manchester attended by about 1,000 students in support of their "renewal" campaign.

"We feel great urgency to act now on this. If we wait now half of the normal overseas student population will have decided to study in America and other countries", said Mr Tan, who also backed recent demands from MPs in see a confidential report prepared by the civil service on the political consequences of raising the fees.

"Last term there were a series of occupations in support of our campaign. It is not easy to continue with that, but we want to make as much fuss as possible", he said.

Overseas students beginning courses this autumn will find it cheaper to study in Scotland than at public sector colleges south of the border. The 1980-81 fee levels for students starting degree courses at the Scottish central institutions and colleges of education will be £3,000 for laboratory based courses and £2,000 for classroom based ones, Mr George Younger, Secretary of State for Scotland, has announced.

The new overseas student fees planned by the Government for polytechnics and colleges in England and Wales from September are £3,300 and £2,400 respectively.

Medical students mourn the death of the pre-clinical school at the Royal Free Hospital in a cuts protest

Flowers 'could lead to lower medical standards'

Senior staff and students at two more medical schools have joined the chorus of protest against the Flowers plan to reorganize London University's medical education system.

The Flowers report recommends that all medical education institutions in London be merged into six major schools. It also calls for the axing of Westminster medical school and the pre-clinical schools at the Royal Free Hospital and King's College.

This week the King's College principal, Sir Richard Way, and his academic staff criticized the working party for lack of consultation with the college and accused it of making no attempt to assess the economic arguments for and against the teaching of medicine in a multi-faculty environment like King's.

The argument for coupling pre-clinical teaching there was fallacious and would lead to a considerable lowering of academic standards as it is considered axiomatic in universities that good teaching and research go hand in hand.

Furthermore, the chapter on financial implications in the Flowers report could not be taken seriously unless much more supporting evidence can be produced. "The report pinches millions of pounds of savings out of the air from all directions", the King's College statement says.

Students of King's College union this week also criticized the working party for insufficient consultation and submitted questionnaires which reflect the strength of feeling among medical students in favour of pre-clinical courses being taught in a multi-faculty college.

Echoing the college's statement, they also pointed out that the cost of educating a medical student at King's College is considerably less than that of any other London medical course.

Earlier this week, women students from the Royal Free Hospital medical school, dressed as suffragettes, chained themselves to the railings outside Senate House to protest against their pre-medical school's recommended closure. Their protest coincided with a meeting of the university's joint medical advisory committee, and was backed by all sections of the medical school staff and local branches of relevant unions.

Oxford students prescribe lessons for dons

Oxford University may be a world-famous centre of excellence but when it comes to teaching and lecturing the dons have quite a bit to learn, according to a recent survey of student opinion.

A report from the students union education committee says that dons often turn out to be excellent tutors, but more than two-thirds of those who participated in the survey said tuition could be improved. "Unfortunately there are occasions when dons turn out to be incapable of teaching. This is unacceptable so long as Oxford remains a teaching establishment as well as a centre for research."

The committee suggests, fairly bluntly, that tutors might well benefit from some kind of training in teaching methods. "It seems absurd to us that academics are assumed to be able to teach without having received training of any kind.

"Lecturers are sometimes incomprehensible and/or inaudible", says the report. Three-quarters of the 412 students asked, thought lecturers could benefit from help with voice projection, presentation and other techniques.

The other bone of contention was the imbalance between lectures, seminars and classes. More than one-third of arts students attend no lectures at all, and other students go to only one or two a week.

Poor presentation, idiosyncrasy in choice of subjects, and pressure of tutorial work are blamed. Tutors are also encouraged to tell undergraduates what they "honestly feel" about their work.

In all, the committee lists 17 recommendations for further discussion before it publishes a further report on the same issues in the summer.

"The students' survey of teaching in the university is thought to be the first since 1964. Some dons will be hoping it is another 16 years before there is another survey by undergraduates.

Professor angered by BBC's lack of consultation over cuts

The chairman of the Schools Broadcasting Council for Scotland has criticized the decision to cut back Scottish education broadcasting without consultation with himself or his committee.

The chairman, Professor Baillie T. Ruthven, who is also principal of Moray House College of Education, said: "It is perhaps symptomatic of the lack of concern that the BBC has for education that no consultation was held and that the economies were effected by closed rather than by open debate."

BBC Scotland's controller, Mr Patrick Rooney, backed by the Scottish Broadcasting Council, has proposed cuts of 25 per cent in education broadcasts, followed by a drawal of the remaining 75 per cent next year with a view to having the service funded from other sources, although there is widespread belief that it would be totally unrealistic to expect the Scottish Education Department to provide the necessary funding. The Scottish cuts compare with an overall BBC cutback of 10 per cent in radio education programmes.

In reply to a letter from the Schools Broadcasting Council urging reconsideration, BBC chairman Sir Michael Swann said that in these days of devolution this was a matter to be decided by the Broadcasting Council for Scotland and not by him. This has been seen by many as excellent buck-passing.

The proposed cutbacks have also been strongly condemned by the Association of Lecturers in Colleges of Education, the Scottish National Party and the Scottish branch of Equity, the entertainers' union.

The largest single cut proposed by BBC Scotland's controller is the disbanding of the BBC Scottish Symphony Orchestra. A campaign to save the SSO has been set up, backed by such eminent musicians as Sir Adrian Boult, Sir Peter Pears and Sir Carlo Maria Giulini. The campaign action committee is led by Dr David Lumsden, principal of the Royal Scottish Academy of Music and Drama. The disbanding of the SSO would have an enormous effect on the recruitment of music students, he said, as well as on present students who are dependent on the orchestra for teaching and professional experience.

Dr Lumsden welcomed this week's announcement of support from the Scottish Trades Union Congress, which is urging Sir Michael Swann and Mr Ramsay to reverse the decision about the cuts.

Charlotte Barry reports from a conference on equal opportunities in higher education held at Manchester Poly

UCCA accused of sex discrimination

The system used by the Universities Central Council on Admissions discriminates implicitly against women and could be in breach of the law, a conference on equal opportunities in higher education heard last week.

Mr Eric Robinson, a member of the Equal Opportunities Commission and principal of Bradford College, told the conference at Manchester Polytechnic, which was sponsored by the EOC and the Society for Research into Higher Education, that clearing houses like UCCA discriminate against immobile students by failing to guarantee them priority for places in institutions near home.

He told about 60 delegates, mainly women, that the idea of national catchment for full-time higher education students is based on the assumption that the student is mobile and willing to devote three unbroken years to full-time study.

"Any student or potential student who cannot meet these requirements is at a disadvantage" he said. "Such a student is more likely to be a woman than a man in consequence, in particular of the responsibilities of motherhood and for dependents, young and old.

"The UCCA system might be held to be, in respect of some applicants, in breach of the Sex Discrimination Act."

Pinpointing other main factors of discrimination in national policy on higher education, Mr Robinson criticized the Government for failing to make any clear statement of intention to plan for equality or to adopt policies that acknowledge that the needs of many potential women students can be met only by new types of courses and institutional arrangements.

If equality of opportunity was to become a reality, the norms of higher education must be changed so that women were not regarded or treated as abnormal, he said, if they could not conform to the norm of the 18-year-old male white student leaving sixth form.

"Football pitches, squash courts, billiard tables, port cullars and beer halls are normal facilities in our universities, but day care facilities are a luxury we cannot afford".

Mr Robinson added, referring to the recent University Grants Committee ruling that public university funds cannot be used to subsidize nurseries.

To allow for more women students, he recommended there should be more emphasis on local opportunity; more varied and flexible course patterns; a shift of priority from full-time to part-time study in both curriculum and in the awarding of grants; easier transfer between institutions; and insistence on the use only strictly relevant and necessary entry criteria.

Eric Robinson: criticized Government

He also emphasized the importance of changing the structure of higher education courses which correlate to certain jobs, such as secretary or engineer, and which tend to be exclusive to one sex.

"The promotion of equality of opportunity is not to be achieved by getting more women into men's jobs in a men's world through education and training defined for that world", he said. "More fundamental structural considerations are essential."

He said that although more women are entering higher education they are tending to enter areas with poor job prospects.

He also pointed briefly to an EOC study, due to be published later this month, which looks at the fate of women who would have trained as teachers if a number of colleges of education had not been closed down. "The findings are depressing and disturbing", he said.

Mr Robinson added that the EOC is anxious to hear about possible breaches of the law in admission to courses, in the award of student grants and in the appointment and promotion of teachers and ancillary staff.

He assured the conference that although there have been few legal actions, which are but mainly the commission's responsibility because it can respond only to the initiatives of women, it is not complacent about breaches of the law in higher education.

It is conducting a formal investigation into North Gwent college of further education in Ebbw Vale, where discrimination in staff promotion has been alleged.

UGC policy comes under attack

Some form of positive discrimination should be introduced to help bring about equal opportunities in higher education in Britain, Dr Helen Roberts, senior researcher at Ilkley College, told the conference.

Creches and nurseries should be established on a realistic scale so more mothers can enrol as students and staff, and more resources should be made available to mount courses aimed at creating new opportunities for women.

"We cannot talk of equal access to higher education while one section of the community is systematically excluded because of the care of children," she said.

Referring to the new UGC policy on the funding of nurseries, she said: "This is a retrograde step, and one about which we should be protesting as loudly as possible.

"In demanding child-care facilities as a prerequisite to affirmative action we would be only redressing the balance of past discrimination."

Dr Roberts suggested that falling rolls may actually lead institutions to reconsider the provision of creche and nursery facilities as "a carrot" to catch the market of young mothers.

"Childcare might not be close to the heart of the educational administrator, but keeping up admissions certainly is", she said.

Regarding courses providing new opportunities for women, Dr Roberts emphasized the importance of expanding what is already available and therefore helping to cope with unemployment and the technical revolution by adopting relevant forms of education which will affect a relatively large proportion of the population.

Referring to the affirmative action policy adopted in the United States, Dr Roberts pointed out that it is making a greater impact there than any requirements for positive discrimination under the Sex Discrimination Act.

She pointed out that a limited form of positive discrimination could be accomplished under the existing Act, even allowing for the financial, cultural and political constraints on spending in higher education.

"Up until now, achievement in the area of sex discrimination and education have been dismal", she said. "Let us see if we cannot usefully look at the gaps in provision in market terms, and fill those gaps to the advantage of women."

Women 'should not become complacent'

Specific policies must be adopted by universities, colleges and schools if women are to continue to consolidate their position in higher education, the conference was told by Tessa Blackstone, professor of educational administration in the Institute of education at London University.

Professor Blackstone, who belongs to the two per cent of British university professors who are women, said that, although the proportion of female undergraduates has risen in the past ten years to 40 per cent we must not become complacent.

Universities should be operating more open admission systems which will encourage mature students and there should be more provision of part-time courses for both undergraduate and postgraduate levels.

Student counselling should take into account the special problems that married students have to face and help them combine their career and family. Better career guidance should encourage more women to do higher degrees and prevent them from underestimating their potential.

Both in colleges and universities, more part-time jobs should be available and there should be concessions for those who break to have children so they do not lose promotion prospects when they return, Professor Blackstone suggested.

In colleges of education more teaching on the undesirability of sex-role stereotyping should be introduced, and in the schools teachers should be actively seeking girls to take subjects in which they are traditionally under-represented.

Teachers should also be keeping a closer check on the policy examination boards now evidence suggests that some exam methods lead to a greater successrate among boys than girls.

Professor Blackstone said she would also like to see universities employing part-time women graduates in subjects traditionally unpopular with girls so they could recruit schoolgirls for these areas.

Reporting on the research on women academics in British universities in the late 1960s, Professor Blackstone pointed out that women academics now constituted 13 per cent of the total, compared with nine per cent 10 years ago.

Whereas in 1969 one per cent of professors in universities, six per cent of readers and senior lecturers, 11 per cent of lecturers and 22 per cent of other categories were women, in 1976 two per cent of professors, six and a half per cent of senior lecturers, 13 per cent of lecturers and 31 per cent of other categories were women.

But although the proportion of women undergraduates has risen from 35 per cent to 40 per cent, subject differences have remained much the same, with women concentrated in the humanities, social sciences and education.

Tessa Blackstone: "specific policies needed"

However, a high proportion of women still enter medicine, and although high proportions study sociology, few study economics. In the science faculties, few women study physics, for instance, but a relatively high proportion study biology.

Report confirms lack of science teacher trainees

A startling decline in the number of physics, chemistry and mathematics graduates going into teaching is reported by Hull University Careers and Appointment Board. This is despite a 33 per cent increase in the output of graduates in the years 1970-78.

They say: "Concern should also be expressed about the quality of the graduates entering science teaching since the vast majority do not have good honours degrees and indeed many have thirds or pass degrees.

"Teaching is not a career suitable only for the academically less able graduate—the professions desperately needs lively, enthusiastic and able men and women."

According to the board, the Department of Education and Science claims that there is an immediate shortage of more than 6,000 teachers in physical science and mathematics is an underestimate.

In the period stated, the number of physicists fell by 52 per cent, chemists by 54 per cent and mathematicians by 35 per cent. "Urgent national initiatives, possibly including differential salary scales for science teachers and perhaps higher grants for science undergraduates, are essential if science teaching in schools is to continue to be viable.

"Without the most strenuous initiatives, the future for Britain's technology and its whole economic revival looks bleak indeed."

The board also pinpoints some of the difficulties being faced by law graduates. It says it is now essential for students to undertake a year of full-time postgraduate study if they wish to enter the legal profession, but awards for these courses are discretionary.

"We understand that some local authorities have decided not to make awards in 1980 and if this policy extends . . . there is no doubt that some of our graduates in future will be quite unable to complete their legal training . . . we must urge the DES to introduce mandatory awards for these courses."

The board reports that 1978-79 was a bewildering and disappointing year for many graduates. The General Election had a serious adverse effect on employment because of the three-month moratorium on civil service recruitment and general freezing of posts in the public sector. The end to enclosure control meant that the Bank of England withdrew some offers of employment, and grants for some postgraduate studies were cancelled.

According to the board, the Careers Advisory Service of the University of Newcastle, there is an immediate shortage of more than 6,000 teachers in physical science and mathematics is an underestimate.

"We cannot talk of equal access to higher education while one section of the community is systematically excluded because of the care of children," she said.

Call to end Ulster teacher segregation

Desegregation of teacher education in Northern Ireland and its consolidation at Ulster Polytechnic is called for this week by the Association of Polytechnic Teachers.

In its submission to Sir Henry Chilver's higher education review group, Ulster Polytechnic APT says a one-campus system is the most effective and educationally sound solution.

Arguing for an end to segregation between the sexes and religious denominations, it says there are no tenable arguments for keeping the present number of teacher training institutions in being.

APT says: "We abhor the present situation in which students who are well qualified can nevertheless find it difficult or impossible to obtain posts in schools of a denomination other than that of the institution in which they were trained."

At present teacher education is distributed among the state-run co-educational Stranmillis College, and two single-sex Roman Catholic institutions (St Mary's and St Joseph's) and Ulster Polytechnic itself, which offers a wide range of specialist courses. Queen's University offers a postgraduate certificate.

Poly teachers still out in the cold

The Department of Education and Science has warned against speculation that Education Under-Secretary Dr Rhodes Boyson's decision to address the annual council of the Association of Polytechnic Teachers is a prelude to official recognition.

This May Dr Boyson will become the first minister to speak to APT national conference in the 3,000 strong association's seven year history.

But the DES said this week that no attempt should be made to read recently reopened consultations on the question of an APT seat on the Burnham further education committee could turn out

The Government is seeking the views of the employers' organizations on the matter already represented on the committee after a request from APT. A decision is widely expected this summer.

One practical objection being put forward to APT recognition is the national joint council dealing with conditions of service has only been come into being—organized in 1977 with the Burnham agreements.

The APT council is to be May 17 at the Polytechnic of Central London.

College defends school scheme

A Cambridge college has defended a new entrance scheme which will discriminate in favour of comprehensive school leavers from Greenwich in London.

The editor of the *Cambridge Review* magazine, Mr Oliver Letwin, said that Corpus Christi College were trying to act like a "social fairy godmother" and admit academically inferior students who are incompetent to benefit from education in Cambridge.

Mr Letwin, writing in his magazine, put the new scheme on a par with Magdalene College, which used to favour inferior candidates from major public schools, particularly Eton.

Dr Christopher Andrew, acting senior tutor at Corpus Christi, said the scheme is geared to select candidates of high academic potential who will fully live up to high standards once at Corpus".

Under the scheme two places would be offered to students selected from a list of about 12 candidates put forward by 19 comprehensive schools in Greenwich.

They would be judged on their school record and an extended interview and encouraged but not required to sit their A levels.

Dr Andrew describes the scheme as a modest step intended to increase the proportion of school leavers entering Cambridge and compares it with a scheme successfully run by Merton College, Oxford.

He says exams have long been recognized as not always the best indication of potential. The earlier article was "self-righteous indignation" filled with lurid references and outrageous language.

Mr Letwin, however, is sticking to his guns. The best method of selection is open and uniform competition, he says.

North American News

Saudis give Princeton $5m to expand life sciences research

From Clive Cookson

WASHINGTON

Princeton University has accepted a $5m gift from Saudi Arabia to expand teaching and research in the life sciences. In return, Princeton will help the University of Riyadh improve its own teaching and research capabilities.

The agreement, signed in Riyadh by Princeton president William Bowen and University of Riyadh president Mansour al-Turki, will bring Princeton the largest donation ever received by an American academic institutions from an Arab country—and probably the largest from a foreign country. The money will be paid in five instalments of $1m over the next 12 months.

Princeton said the first $1m would be spent on improvements to its Moffett Biological Laboratory, which was built in the 1960s. The remaining $4m will be devoted to research and teaching programmes at Moffett and at the new biochemical sciences laboratory. The funds will be spent on equipment and salaries, not on the construction of new buildings.

Gifts from Middle Eastern countries to American universities have been a highly controversial issue over the past few years, partly because the pro-Israeli bias of influential sections of public opinion leads to an almost automatic assumption that Arab donors have ulterior political motives. There have also been fears that academic programmes funded by Arab money might tend to exclude Jewish participants, or even women. (Sometimes there has been at least a grain of truth in such charges.) As a result several proposed gifts and exchange agreements have fallen quite meet the demand of the American Jewish committee that such agreements include specific statements of nondiscrimination, the committee's Director of Special Programmes, Ira Silverman (a Princeton alumnus), said the "merit" clause should be sufficient to protect the interests of women, Jews and other minorities. No Jewish or other group at Princeton has expressed any opposition to the arrangements, the university said.

Prosident Bowen: deeply grateful

The terms of the agreement have taken five years to work out. The first party from Princeton went to Riyadh to open negotiations in 1975.

The three main fields of research to be expanded at Princeton by the Saudi gift will be neurobiology, cellular biology, and developmental biology. If the agreement works well, the Saudis are expected to give Princeton more money, on top of this year's $5m, to support other areas of the life sciences.

In addition, the University of Riyadh agreed to repay Princeton's out-of-pocket costs in carrying out the cooperative agreement. The Saudis will pay for Princeton biologists to travel to Riyadh and advise them. They clearly want the university, which is located in the capital of Saudi Arabia with a current enrolment of 14,000 students and ambitious expansion plans, to become the leading centre for basic biological research in the Middle East.

After signing the agreement, Dr Bowen said: "We are deeply grateful for this significant contribution to the advancement of knowledge and for the trust that has been placed in Princeton University."

Deal to boost urban development is signed

The United States government and seven national higher education associations have signed an agreement under which urban colleges and universities will cooperate with the federal department of Housing and Urban Development to help revitalize the cities where they are located.

Part of the agreement commits the associations, which represent all sectors of public and private higher education, to cosponsor a new "centre for college and university partners in community development". It will be administered by the American Association of State Colleges and Universities and will give technical assistance to colleges and universities planning to undertake urban improvement projects in cooperation with city governments. HUD has allocated $150,000 to launch the centre.

The associations will encourage and help member institutions to retain and expand urban facilities, and to offer a wide range of educational and cultural programmes, including some to meet the needs of poor and unemployed residents. Development of new affirmative action programmes to expand employment and enrolment of blacks and other minorities and providing technical skills for city governments to improve planning, management and the delivery of public services, will also be encouraged.

HUD agreed to help colleges and universities carry out these activities, by lending technical assistance and by helping to get them government grants and loans.

About a third of all college and university campuses in the United States, including some of the most well-known, like Columbia in New York, Johns Hopkins in Baltimore and the University of Chicago, are in large cities, said higher education organizations. They have been systematically looking for ways to do more for their local communities, since President Carter announced his national urban policy.

Trudeau cabinet snubs college research lobby

The cabinet announced by Mr Pierre Trudeau, Liberal victor in last month's Canadian general election, represents a pointed snub for the country's university and research lobbyists. The prime minister rejected their frantic efforts to persuade him to include a full-time, high-ranking science minister in the Government.

Instead the Ministry of State for Science and Technology was given to Toronto MP John Roberts along with the Environment Ministry—a more important department.

"We're very upset", said Robert Willes of the Canadian Federation of Biological Societies, "first because it's going to put MOSST in a much weaker position, and second because it's the first move the government has made on research and development and it shows that they are going to put it on to the backburner". The defeated Conservative government had a full-time science minister, Heward Grafftey, who proposed large increases in the funding of the university research before his party lost power (*THES*, February 29.)

The biological societies, in cooperation with the Canadian Association of University Teachers and the Canadian Association of Physicists, blitzed all newly elected MPs, whose constituencies contain a university, with letters and telegrammes demanding a full-time science minister, and many Liberal MPs agreed, according to Dr Willes. But unfortunately Mr Trudeau decided unilaterally to ignore them.

Mr Roberts, who has a legal background, was secretary of state in the last Liberal Government, which fell in May 1979. The Department of State—not to be confused with its namesake in the United States—is a rag-bag ministry, with responsibility for such things as cultural affairs and the very few education programmes administered by the federal government, the best known of which is to encourage French-English bilingual education. From the universities' point of view, the secretary of state's most important responsibility is for the Social Science and Humanities Research Council, which finances academic research in these fields.

Social science organizations found Mr Roberts's performance as secretary of state rather lacklustre, but academics at the University of Toronto, who interviewed him on scientific research during the election campaign, reported that he was well informed about these issues and sympathetic to their view that Canada must spend more on research and development.

Another portfolio of direct interest to universities, Health and Welfare, went to the woman who held it up to May, 1979: Monique Begin. Her ministry is responsible for the Medical Research Council.

Illegal copying lawsuit is filed

Seven publishing firms have filed a joint lawsuit against a company that specializes in photocopying books and articles for university students and academics. It is thought to be the first such action under the new United States copyright law that took effect in 1978.

"We believe the evidence in this case is overwhelming, clear-cut and unfortunately typical of a huge volume of illegal copying that goes on continuously on campuses all over the country", said Alexander Hoffman, chairman of the Association of American Publishers.

"Anthologies are put together consisting of substantial portions that are stolen not only from textbooks but also chapters from trade books and articles from journals. These copied "anthologies" are used instead of the originals without permission or payment".

The Gnomon Corporation, which runs copying centres near universities in Cambridge, Massachusetts (Harvard and MIT), New Haven, Connecticut (Yale), Ithaca, New York (Cornell), and University Park, Pennsylvania (Penn State), is being sued by Basic Books; Holt, Rinehart and Winston, McGraw-Hill, Nelson-Hall, Prentice-Hall, John Wiley and the Princeton University Press. The Authors League of America is supporting the suit.

White House fills top jobs in education

Although five months have elapsed since Congress voted to create a separate, cabinet-level Education Department, and more than four have passed since President Carter nominated Shirley Hufstedler to lead it, many of the top jobs are only now being filled.

The White House has just named Steven Minter, former Massachusetts commissioner of public welfare and now vice-president of the Cleveland Foundation, to be undersecretary of education, as Mrs Hufstedler's deputy.

President Carter said he would nominate Albert Bowker, who last month announced his retirement as chancellor of the University of California, Berkeley, to be assistant secretary for post-secondary education (a popular choice with Washington's higher education associations). The assistant secretary for educational research and improvement will be James Rutherford, who is now assistant director of science education at the National Science Foundation.

Four senior officials—three other assistant secretaries and the inspector-general, who will be in charge of the department's auditors, have yet to be chosen. Richard Beattie, who is directing the transition team working to set up the Education Department, expects to recommend suitable candidates to the White House within one or two weeks.

He now thinks early May is the most likely launch date for the new department, which takes in the federal education activities now administered by the Department of Health, Education and Welfare, together with a handful of small education programmes from other government agencies. The legislation establishing the ED gave the Administration until the end of May to set it up.

Mrs Hufstedler had hoped to have the department running by April. But Mr Beattie, who was formerly general counsel at HEW, said the transition was proving more difficult than he expected. The "outs and bolts problems"—getting suitable office space in Washington, setting up an adequate administrative structure, establishing a departmental payroll system, and so on—were causing trouble, he said, not major policy issues. But he was confident that, by May, everything would be running smoothly.

Shirley Hufstedler: gathers team

Organizing research has been one big difficulty, and in particular the leading National Institute of Education, the main government agency sponsoring educational research, with an annual budget close to $100m. However, Mr Beattie said that NIE will remain in existence as a self-contained institute with its own director. It will be part of the Office of Educational Research and Improvement, under assistant secretary James Rutherford.

Dr Rutherford said he could not discuss in detail his ideas for the office since he had not yet been confirmed in the job, but in general he saw its role as "providing the department with its view to the future". He saw research as the key to improving education.

Eleventh-hour talks avert all-out strike

After a weekend of round-the-clock negotiations, the University of Windsor and its faculty association reached last minute agreement on a new two-year contract, and averted what would have been the first full-scale academic strike in English-speaking Canada.

The settlement was announced 48 minutes before faculty members were due to start picketing the university, which is in the industrial city of Windsor, Ontario. The administration had already asked local radio stations to tell their listeners that the morning's classes were cancelled.

The final negotiations, which were attended by Donald Savage, executive secretary of the Canadian Association of University Teachers, as well as local faculty leaders, were in continuous session from Friday until 7.15 on Monday morning.

By then academic salaries were the only issue in dispute. The faculty association eventually settled for a 7.25 per cent pay increase in 1979-80 and 1980-81 for full and associate professors, and a 9 per cent increase for each year for assistant professors, lecturers and librarians. That is less than Canada's double-digit inflation rate, but the university said the academics got a good deal, since other non-academic unions had settled for annual increases averaging no more than 6 per cent. The average academic salary at Windsor will be nearly $36,000 a year in 1980-81.

Before the negotiations turned to pay, the union got its way in most of the non-monetary issues (*THES*, February 22). Faculty association President Clive Ansley said they had managed to preserve all the guarantees of academic freedom and tenure rights that were written into the old contract.

Don't cheat if you want to succeed

American college students are remarkably dishonest, to judge from an ingenious experiment reported by psychology researcher Lynn Kahle.

He told 218 undergraduates on an introductory psychology course at the University of Nebraska, where he was a teaching assistant, that they were to be given an important multiple choice test designed to predict academic success. The test form was on the front of a large sealed envelope, and the students were told they could open the package after they had finished and remove a sheet containing the correct answers. They could then check their own answers against it—but not of course alter them.

In order to get at the answers the candidates had to remove another sheet which, though they did not know it, concealed pressure sensitive paper that had recorded their original answers. When Dr Kahle compared these original answers with the papers finally handed in by the students, he found that no less than 46 per cent of them had faked advantage of the checking period to alter their papers when the invigilator was not looking.

The experiment is described by Dr Kahle, who is now at the University of Michigan, in the *Journal of Personality and Social Psychology* (January, 1980).

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Overseas News

Independents fail to dislodge Marxists

from Mario Madianu

ATHENS

University students who oppose the control exercised by the political parties on the student movement in Greece scored significant gains in the campus elections of March 5, but failed to dislodge the two dominant factions which are affiliated to the Marxist opposition parties.

Final results once again gave the lead to PSK, the group loyal to the pro-Moscow Greek Communist Party, which has come out first in all student elections since 1976. But its percentage of the total vote declined from 31.2 last year to 30 and it lost nine of its 190 seats on union executive boards.

PASP, the faction controlled by Mr Andreas Papandreou's Panhellenic Socialist Movement, the main opposition party, also saw its share of the vote go down from 26.7 to 25.4 and its union seats decrease from 159 to 149.

The principal gains were scored by the independents who joined force with a breakaway group of the Euro-Communist faction. They boosted their votes by a half to nearly 11 per cent and won 65 seats as against 46 last year.

The Euro-communists, who had encouraged the trend away from party controls, won 9 per cent of the votes and 63 seats—15 more than last year.

The pro-government faction DAP maintained its position but increased its union board seats from 67 to 71. A Marxist-Leninist faction under the acronym PPSP held on to its 5 per cent of the vote and its 44 seats on union boards.

Just over 50,000 students cast their votes in these elections, a high percentage by Greek standards, although a government spokesman was quick to point out that this represented barely 46 per cent of the student body.

The students were electing the officers of their unions as well as the representatives for the Greek student congress which would this week elect the central council of the national students union EFEE. EFEE, since the fall of the dictatorship in 1974, has been under the direct control of PSK and PASP.

A significant section of the student body revolted against this control last December, during the student-government confrontation over the controversial Law 815. The law had sought to tighten the rules on university examinations in order to enhance the prestige of their degrees.

However, the new measures affected a very large number of students who were unconvinced that EFEE's soft line was serving their best interests. They staged assemblies and elected action committees by vast majorities, which decided to occupy some faculty buildings to press for an immediate solution to their problems.

EFEE was forced to follow suit. It hardened its attitude towards the government and when the latter ordered the closing of universities to end the agitation, EFEE announced the occupation of all faculty buildings throughout Greece.

The government eventually gave in and suspended Law 815, but the rift in the student movement was deepened by campus violence which revealed that the communist faction was prepared to use force to stifle the challenge from the independent rebels.

This attitude increased the popularity of the rebels among many students who were becoming weary of the tutelage of parties which, instead of pressing for prompt solutions to student problems, simply promised action after they came to power.

It is clear that the rebels were unable to score more heavily in the last elections, first, because they did not organize their own campaign, and secondly, because many of them, who oppose even the existing democratic procedures, cast blank votes or spoilt papers as a protest.

The two leading factions campaigned on a platform of student unity needed to defeat the government's "nefarious" designs against the freedom of education, but the election results clearly demonstrated the serious threat to the influence of the leftist parties on the Greek student movement.

Expulsion threat lifted

from James Hutchinsan

BONN

A law introduced some years ago to thwart West Germany's *Ewige Studenten* (eternal students) has just been repealed—almost.

A majority of members of the *Bundesrat*, the upper house of the federal Parliament, in which the *Länder* are represented, voted to drop the right to expel students who overstep the time limits in reporting for final examinations.

The state of *Bavaria*, however, abstained, and is determined, as a spokesman said, to retain this weapon against "those who don't take their job seriously".

In West Germany the *Länder* still have a large degree of autonomy in educational matters but this decentralization does not always make for efficiency, or fairness. The federal parliament passed a law designed to coordinate policy on university education. In deference to the federal system it laid down guidelines to be followed by the *Länder* in drafting their own legislation.

One of the most important provisions of the federal law was for a reduction in the length of university courses, as a means of making more university places available. Language courses, it was decided, should be completed in four years. Law students too should be in a position to take their degree after eight half-year terms. Medical students would require six years, and any student who carried inordinately long should face the threat of losing his place.

But in practice there has not been much of a speed up. Language and philosophy students are spending an average of 5.8 years at university, and law students five years. A course in medicine takes over seven years, and in engineering over six years.

Parliament seems to have overlooked a most important factor: courses could not simply be shortened without their shape and content being changed. In most cases this has not happened, so the introduction of recommended limits has not had the required effect. Relatively few places have been created by shortening the time a student spends at university.

● Professor George Turner, president of the West German Association of University Rectors, has announced that the central office for allocation of university places, based in Dortmund, must be closed down "when its existence is no longer necessary".

The office was set up in 1973 to cope with the chaos which arose when limitations were imposed on the enrolment of applicants to study certain subjects, notably medicine, dental surgery and veterinary surgery. Previously, the *Abitur*, the final examination at the gymnasium, was regarded as a guarantee of automatic admission to university.

Move to limit numbers in medical faculties

from Uli Schmetzer

ROME

The Italian cabinet has approved a law to introduce entry examinations for medical students.

The law, which will now be debated in Parliament, might be the first step towards the reintroduction of *numerus clausus* in Italy's mass universities where admission to all faculties is unlimited to every student with a secondary education.

However Education Minister Salvatore Valitutti quickly denied that the law heralded a return to the hated *numerus clausus*. He preferred to call the measure "an initiative for campus programmation" which meant the number of faculty students would have to be comparable with the number of jobs available to graduates.

Medicine faculties have for years been upheld by opponents of the open university system as an example of its failure.

Italian students, prompted often by hope of lucrative incomes and an exalted social position, for decades have swamped medicine until the universities turned out more doctors than any other Western country. Today there are 150,000 medical students in Italy (about 12 per cent of the country's total campus population).

According to Medical Association statistics, in some areas in Italy there is one doctor for every 173 inhabitants while the normal ratio should be one for every 600. In the first two months of this year 16,000 new doctors registered with the Medical Association. Few of them are likely to find employment.

In Sicily there are more medical students now than doctors.

At Bologna five professors teach 2,500 medical students. They admit many of their students without ever having dissected a corpse. It was no surprise that Bologna's medical faculty issued most Italian medical graduates who were "unskilled to practice".

Even the government admits that the shortcomings stem from the chaotic state of the health service. It allows tax deductions for all medical expenses incurred by affluent Italians who can afford to go abroad (mainly to Switzerland, France and England).

At a press conference this month, however, the Education Minister said it was not necessary to reintroduce *numerus clausus*. He preferred other systems of control. "For example if some faculty produces graduates who are found to be unemployed it would be absurd to provide scholarships for that faculty". He said: "I don't believe anyone should be prevented from taking up the career he chooses — but why encourage them?"

Numerus clausus or not, the Italian law does permit the education minister, health ministers to stipulate each year the number of medical students who can be admitted to Italian universities.

Candidates will then have to sit for a one-day entry examination to answer questions on biology, chemistry, physics and mathematics.

Applicants who obtain a fixed minimum mark will next need to sit for a second examination to determine the right to proceed. Those with the highest marks can go to the university of their choice, the rest will be allotted to other available universities by a computer.

The new initiative of the 72year-old education minister had a mixed reception from students.

Bill introduced to improve teacher training facilities

A Bill enabling the University of the Witwatersrand to set up two new faculties—education and business administration was introduced in Parliament last week.

The University of the Witwatersrand Private Amendment Bill, introduced by a progressive federal party MP, Dr Zac De Bacr, also allows the university to recognise qualifications from technical colleges.

The Bill was taken through all its stages in the House of Assembly with the support of all parties and is certain to be passed. It deals mainly with minor regulations designed to streamline the university's administration.

Another opposition MP, Mr Harry Schwarz, used the Bill's passage as an opportunity to call for better salaries for university lecturers and more assistance for those who could not afford to go to university.

Wits, he said, kept up to date with academic developments in all fields to the benefit of the country but the question was: "are we paying the people who teach our children of university enough?"

"Highly educated people should not have to leave South Africa to improve their financial position." He opposed for better salaries at all universities in the country.

"While the state contribution is such that without it universities would be able to function adequately, there is still an increased burden on those ordinary people who want to go to university but cannot afford to do so."

Mr Andrew Pyper, a New Republic Party MP, said: "This is a most welcome move. There is a desperate shortage of teachers in the Transvaal, and in the past the Johannesburg College of Education has mainly responsible for the training of teachers.

"I hope that through the establishment of a faculty of education this problem will now be overcome and that emphasis will be placed on encouraging English-speaking students to enter the profession."

Knesset calls for abolition of school-leaving exams

Israel's nationwide bagrut school-leaving exams are the subject of growing controversy. The Ministry of Education and Culture, backed by 60 per cent of the final-year school pupils, want to retain the exams, but the Knesset (Parliament) Committee for Education and Culture has recommended their abolition.

A ministry commission last year reported in favour of keeping the bagrut, which is required for university entrance but does not guarantee a place. In a survey, 60 per cent of the 17,518 pupils in the final grade at 326 secondary schools voted in favour of taking the exam at the end of that grade.

But the 40 per cent who favoured abolishing the exam claimed that it put a heavy strain on pupils, failed to reflect pupils' knowledge or diligence and made good teaching impossible because of the quantity of work involved. Other criticisms were that the bagrut hindered education for values and independent thought, limited the independence of schools and induced a hatred of study.

The ministry commission, on the other hand, said abolition of the bagrut would result in universities offering their own entrance exams. These might lead to them favouring candidates from the more prestigious schools in the cities, where the pupils are mainly of European origin, to those from development towns or poorer urban areas where school staffing standards might be lower and where the pupils are from largely Afro-Asian backgrounds.

A major argument for retaining the exam, the commission argued, was that it would ensure equality of assessment.

The majority of pupils, too, came down in favour of retention. Their arguments were that exams before military service were better than exams afterwards, and that the bagrut was an objective test making university entrance possible.

Other reasons given were that the exams were an incentive to study and developed positive study habits. Their abolition would lower educational standards. But even students in favour of the bagrut proposed changes, including a larger choice of elective subjects, spreading fewer exams over more years and giving more credit for comprehension than learning by rote.

The parliamentary committee, like the pupils, divided into majority and minority but in the opposite direction—the majority being for the abolition of the exams. They recommended a phased transition over seven years.

Food riots close campus

The main campus of Nairobi University was closed last week after rioting by students who complained of poor food and equipment in the university's central catering unit.

The medical and veterinary school campuses, and the Kenyatta University college campus which houses the department of education, are not affected by the closure.

Trouble began in the catering unit on Tuesday evening, when students broke crockery which they said was cracked and unfit to use. They also complained that the quality of food had deteriorated and demanded an improvement.

Earlier in the week students stoned cars passing the university halls of residence during a power cut, which had affected the preparation and serving of the evening meal in the catering unit.

Later on, after more demonstrations in the catering unit, most students stayed away from lectures and many attended a meeting in the open-air great court of the university. Detachments of riot police were sent, and dispersed the students, many of whom ran through nearby streets chased by police.

Some shop windows and car windscreens were broken by the students, and traffic was held up on some of the main streets, which were littered with stones. The registrar's office than announced the closure of the main campus, and said it would remain closed until the damage had been assessed and repaired. The students were allowed to enter the halls of residence to pack and remove their belongings, and several thousand of them walked from the halls after police had closed the road approaches.

This is the second time within a few months that the university has been closed. The students were sent home in October after a political demonstration, and returned in November after parliamentary elections had been completed. A small group of students accused of organizing the demonstration were expelled.

Dundee dean appointed vice principal

A black Rhodesian who has been dean of the faculty of law and the University of Dundee since 1977, Mr Walter Joseph Kamba, has been appointed second vice-principal of the University of Rhodesia.

In a statement announcing the appointment, Mr J. D. Cameron, chairman of the university council, said it was hoped that Mr Kamba, aged 45, would be able to take up his appointment by the beginning of June.

Mr Kamba, who is married with three sons, obtained BA and LLB degrees from the University of Cape Town. After serving his articles in Salisbury he practised as an attorney in Rhodesia.

Second chance course success

This academic year for the first time, all Austrian universities are open to applicants who, as the law states, "for political, social, health or financial reasons", have been unable to obtain the usual qualifications for entry. The normal qualification in Austria is the Matura, the school leaving certificate.

There is an age limit, between 19 and 45, and a form of entry examination which, stretched over two weeks, includes a written examination of a general topic, and an oral examination.

There is only one organized public course available in Austria for those who want to enter university through this side door. It is organized one evening a week by the *Arbeiterkammer*, the organization representing the interests of employees in Vienna.

The *Arbeiterkammer* has now summed up the results of this course and has established that almost all the 60 potential students who participate annually gain a university place.

Part of the remaining complex of telescopes that still operate at the Royal Greenwich Observatory in Sussex.

Time for a change at Greenwich Royal Observatory

Robin McKie looks back at 300 years of scientific stargazing

The remarkable academic ancestry of the Royal Greenwich Observatory must mark it down as one of the most renowned of the world's great scientific institutions. In its 300 years of existence It has been associated with names such as Halley, Newton, Flamsteed, Spencer Jones and many other great astronomers; it has helped revolutionize the practice of navigation; for centuries represented the acme of accurate astronomical observation; and will be forever associated with the exact process of time-keeping and the famous Greenwich pips.

But times are changing—even at the Greenwich Observatory. Its last great telescope, the 98-in Isaac Newton instrument, is now being shipped to the Canary Islands where it will form a vital component of the projected Northern Hemisphere Observatory.

The move represents the final chapter for realistic observational astronomy in Britain. Even at the observatory's relatively balmy site, in Herstmonceaux, Sussex, atmospheric turbulence, clouds and domestic lighting limited the telescope's useful time to a quarter of available hours. In the Canaries, the figure will reach 80 per cent.

Not that the observatory, which was moved from its original London site in 1948, will be short of a role to play in United Kingdom astronomy: for one thing, it will be responsible for coordinating activities at the Canary Islands' observatory which is to be used as a national "clear" for British university scientists and researchers.

The observatory will also continue to work on spectroscopy and stellar monitoring, using groups of smaller telescopes, publish the *Nautical Almanac* and maintain time-keeping instruments to an accuracy of one part in a million million.

Such exactitude would have staggered the first Astronomer Royal, John Flamstead, who was appointed to the Greenwich Observatory by Charles II in 1675 to prepare accurate charts of predicted star and moon movements. These were needed by navigators who required a precise method of time estimation to calculate their correct longitude.

The work took 98 years to complete, and appeared in the form of the *British Mariner's Guide*, which was used by Captain Cook during his explorations of the Pacific and the Australian coast. (Cook, who was born of humble origins, was one of the world's great navigators and is "a hero" in the eyes of the present director of Greenwich, Professor Graham Smith).

It was the observatory's work in developing accurate navigation that led to the adoption of the prime meridian that passes through the original Greenwich site and which splits the east and west hemispheres of the globe. This division forms the basis of the world's time zones and is a living legacy of the observatory's historical importance.

Since that time, a progression of eminent and brilliant scientists have been associated with the Royal Greenwich Observatory. James Bradley, who worked there from 1742 to 1762, is considered to be one of the greatest of all observational astronomers, particularly for his discovery of the aberration of light, a small deflection of light caused by the Earth's motion, and nutation, a wobble in the earth's axis produced by the moon's gravity.

And in more recent times, Sir Frank Dyson, Astronomer Royal from 1910-33, helped herald a new era of scientific understanding by collaborating with Sir Arthur Eddington in arranging the famous expeditions to study solar eclipses which successfully tested Einstein's general theory of relativity.

But by the time the Science Research Council took over control of the observatory from the Admiralty in 1965, it was becoming clear that optical astronomy in the United Kingdom would have to find a new role. "We were already highly successful at radio astronomy in this country and were quickly developing our X-ray and infra-red astronomy—but we badly needed to expand our optical work", Professor Smith said.

The trouble was that observing conditions in England were "rotten" and so in 1970 a search was launched for a foreign site that could be used for a United Kingdom Northern Hemisphere Observatory. Three particularly promising sites were selected: Madeira, the Canary Islands, and Hawaii.

For a year, measurements were taken of brightness, cloud cover and turbulence on mountains in all three areas.

"It was a fantastic effort. We had a team of young men, mostly Scots, who camped out on top of these mountains carrying out the work. It was the most intensive and enthusiastic campaign of site testing ever undertaken", Professor Smith added.

In the end Britain became the prime movers in the setting up of an international observatory complex on La Palma in the Canaries for which the Royal Greenwich Observatory is to provide a special organizing role.

Three United Kingdom telescopes were to be situated there. The most important was to be a giant 4.2 metre instrument, the third largest of its kind in the world, which could be used to pinpoint very faint stars, galaxies and other objects detected by radio and infra-red astronomers.

Then there would be a smaller 1 metre instrument and it was also decided to move the Greenwich's own 2.5 metre Isaac Newton telescope which had been operating at Herstmonceux since 1967.

The vital role of the Greenwich observatory was to design these precision devices to best suit the many disparate needs of United Kingdom astronomers and also set up a unique three-tier system of international agreements to cover the use of the La Palma site.

The first level covers which international organisation can use the various telescopes; the second specifies the amount of instrument time available to the various United Kingdom scientific institutions; and the third earmarks the exact siting for the instrument and the required support services such as roads, electricity, water and hostel accommodation.

But last year brought a disastrous change in fortunes for the observatory project. The newly-elected Conservative Government began to strip the SRC of much of its finances and the £16m provision for the 4.2 metre telescope, which was to be the centre piece of the whole United Kingdom observatory complex, began to look decidedly threatened.

So a special committee, described by Professor Smith as "a tiger team", reexamined the project's costing estimates. After only a few weeks' work, it proposed stripping all support facilities including instrument preparation rooms, data analysis quarters, libraries, darkrooms and rest accommodation for staff and leaving the building no more than an empty shell housing the telescope.

However, the actual instrument is to be left unaltered, although the observatory dome will be very much smaller and the only support facilities will be rooms for controlling the telescope's movements and for providing illumination processing for re-polishing the telescope's mirror. Instead, astronomers will be expected to travel the 200 yards to the Isaac Newton Instrument to use the facilities there.

The change is a drastic one, but Professor Smith is determined that the 4.2 metre telescope project goes ahead. "I am just not prepared to contemplate the thought of disappointment now. The project is absolutely vital for United Kingdom science and I am determined, and confident, that it will come about", he added.

And when, or if, this happens, it will be the Royal Greenwich Observatory's responsibility to coordinate all United Kingdom activity at La Palma. Apart from organizing observing time for various universities and maintain bureaucratic control, it will also test and design equipment for the telescopes, using its own remaining instruments. Similarly, data analysis and picture processing will be carried out there and information distributed using the SRC's Starlink computer network.

Other work at the Royal Greenwich includes organizing information exchanges with the United States and the Soviet Union and operating a pulse laser ranging system which uses satellites to calculate minor irregularities in the earth's rotation.

Combined with its other meteorological, navigational and time-keeping work, the Royal Greenwich Observatory's 237 employees can then expect to continue to play a realistic role in developing United Kingdom astronomy, and maintain a scientific heritage that has spanned more than three centuries.

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Charlotte Barry talks to Lord Perry, vice chancellor of the OU as he reflects on his years there

Man who opened up the Open University ready to step down

On the eve of retirement, Lord Perry of Walton can look back on his past 11 years of full-time work with a combined sense of pleasure, pride and achievement.

As the first vice chancellor of the Open University, he has had the rare opportunity of putting a completely new idea into practice and thereby being the arbiter of one of the most important social and educational developments of the century.

Now it is an established part of the higher education system, and similar institutions have been set up in its wake all over the world, it is hard to believe the scepticism with which the concept of the OU was greeted.

Its success story is the undeniable product of Lord Perry's strong administrative powers, tenacious leadership and insatiable appetite for problem-solving and innovation.

He said: "It's been a most exciting time. It's been marvellous to be given the opportunity to build something new that is working. The staff are enthusiastic, the students are so enthusiastic. The overall pattern is one of success, one of achievement.

"But I am retiring now because I think I have had enough and the institution has had enough of me. There are things you know you can never achieve; you know perfectly well there's certain things you never can do."

This candid way of speaking reflects the character of the man. Indeed Lord Perry's avowed off-hand, impatient manner and distaste for small talk does not always endear him to strangers, who tend to find him arrogant and overpowering. Yet underneath, he is a warm, rather shy man who inspires much affection and loyalty.

Lord Perry admits that he is not regarded as sympathetic. "I am sympathetic to people who are in trouble if they come to me about it—but they don't come."

He adds without a hint of embarrassment: "I have always been intrinsically arrogant. There's very little I can watch people do that I don't think I can do better myself if I put my mind to it. I think that I take on things like the OU and other challenges because I believe I can do them better."

Lord Perry's description of himself backs his track record. During his Scottish boyhood at Ayr Academy, and Dundee High School, he remembers being first in everything, though he never worked very hard. On leaving school he was faced with the choice either to follow his mother into medicine or his father (who was also a civil servant) into the world of professional singing.

He chose the former path and following graduation from St Andrews University worked with the Colonial Medical Service in Nigeria, the RAF, the Medical Research Council and as director of the department of biological standards at the National Institute of Medical Research. He was professor of pharmacology and vice-principal of Edinburgh University when he was appointed vice-chancellor of the Open University in 1969.

As a complete outsider to the field of adult education his appointment was greeted with as much scepticism as the idea of the OU itself. In an open letter written to Lord Perry in *The Guardian* one academic warned him of the jungle of adult education he was entering.

"I wrote an open reply in which I said that at least I was able to bring to the Open University an open mind. So at least in the early days the lack of experience was an advantage. I could sit above the fray."

The most effective challenge was effective teaching at a distance. "I had no ideas about distance learning, no altruistic motives to help adults in the community. But I had for a long time been a fairly vituperative critic of the standard of university teaching," said Lord Perry.

"I thought that if you could devise courses that could work for people who are part-time at a distance without any face-to-face contact you have to think what you say pretty hard. Therefore, what you produce is better than the average lecture and is likely to have an effect on the other colleges and universities."

During his first two years Lord Perry was in his element as he used his innovatory skills to get the university off the ground and ensure its viability in a still hostile milieu. This problem was exacerbated by an unexpected change of government in June 1970 when the Tories won the election and the OU faced a large cut in its budget.

In spite of the uncertainty, Lord Perry kept the impetus going and at the head of a small planning committee found a site at Milton Keynes, undertook a successful crash building programme; appointed academic and administrative staff; planned course materials; established the principle of open entry; organized a credit system; tackled broadcasting problems with the BBC. It was with a profound sense of relief that they watched applications pour in from 16,000 prospective students.

Lord Perry of Walton: tenacious leadership

Little more than ten years later, the Open University is recognised as the foremost distance learning institution in the world. The total student population is 75,000, one in 12 British graduates is from the OU and so far 39,000 adults have gained the BA (Open) through part-time study.

Since the beginning more than 150,000 students have been admitted and there have been well over 400,000 applications. Most encouraging of all, the crude cost of each student per annum is at present a modest £650 compared with at least five times that much at a traditional university.

This phenomenal rate of growth has been followed closely by a successful battle to achieve academic credibility. But over the past few months Lord Perry has watched with anxiety the way in which inflation and government spending cuts have brought more financial stress to his students as fees have increased and discretionary grants have been withdrawn.

There is the growing problem of the role of broadcasting in the OU teaching programme, as the university faces a shifting of schedules to less accessible times on BBC television and radio and uncertainty about its share of air-time on the planned ITV2.

Lord Perry is also disappointed that the continuing education programme, which he considers the single most important objective in founding the OU, has not expanded as quickly as he envisaged. He reiterates his very strong commitment to the project is at odds with too many members of the university who feel the undergraduate programme must take overall priority in the time of cuts.

He further regrets the winding down of the OU Centre for International Cooperation Services which has done so much to promote the setting up of distance learning systems overseas, but has failed to cover its costs at a time when no more central government cash is available.

At the end of an exciting and fruitful decade, Lord Perry has this lack of scope for innovation frustrating. His decision to retire shortly before his 60th birthday is further motivated by his disenchantment with the university administrative machinery which he feels has become too complex, cumbersome and inefficient.

"No one thought what it would be like to keep the records of 75,000 students or what sort of computer set-up was needed. The whole thing couldn't be planned in advance because there was no precedent. Therefore it grew higgledy-piggledy."

One of the implications of this piecemeal organization is a university senate with 840 members. In an attempt to make decision-making simpler and easier, Lord Perry has devised an experimental steering committee of about 30.

But any attempts to tackle the real organizational problems have been frustrated by the realization that the different sections, divisions and units were created individually by the original member of staff, many of whom are still there. "I would never want people who have put their heart and soul into their jobs to be hurt by radical changes", he says.

From a personal point of view the growth in size and complexity has meant that Lord Perry has grown out of touch with the day-to-day goings on of the campus. He is aware of this.

"I only get the intractable problems that nobody can solve, whereas at the start everything came onto my desk. Now problems get solved down the line. I don't even know they exist and I feel sad about it and more out of the day-to-day operation", he says with regret.

Now the announcement of the appointment of a successor is imminent, he hopes to retire as soon as possible in order to take advantage of accrued study leave. He will use the time to write a book about distance learning systems and their growth around the world, which will supplement his account of the early years of the Open University.

Because of his close involvement with the International Institute for Distance Learning which is based in Milton Keynes, he intends to carry on living in the area with his second wife and young family of two-year-old twins and six months.

As chairman of the Research Defence Society, which countering activist activism, he will be taking an active interest in the new Bills concerning experiments on animals which are being discussed in both Houses of Parliament.

Lord Perry also intends to carry on singing bass oratorio and German *Lieder*, play plenty of golf and spend one day a week in the House of Lords, which he has rarely attended since being made a life peer last year.

An undergraduate drop-out rate which the Dutch education minister described two years ago as "unacceptably high" continues unchecked in Dutch universities while discussions over the long-awaited reforms to the structure of degree courses slowly rumble on.

The national average loss of students has been officially estimated at 40 per cent per annum, but this figure does little to hide the fact that some disciplines a drop-out rate of 60 per cent is regarded as normal, the bulk of whom never finish their first study year.

Paradoxically the number of students entering universities continues to rise each year. Most, if not all, of this increase is linked to the rising percentage of women entrants, who now account for more than a third of the country's 22,400 first-year students, and the proportion is expected to rise further in 1980-81.

This may have a significant effect on future drop-out patterns, since research has shown that the "staying-power" of Dutch university students may be linked more closely to their ability to fit in with student society than to their intellectual power and a more equal balance between the sexes may well aid that process of assimilation.

Better student socialization, however, is not the only criteria for remaining at university and the larger the proportion of students who complete their first year of study, the greater will be the influence of teaching and examination criteria on the drop-out rate.

Why Holland's students are rapidly losing their staying power

Here lies a major problem, particularly in the humanities and social sciences, where teaching methods seem to have changed more in form than in substance over the last few decades. Here the emphasis continues to be placed upon the compulsory reading by students of a limited number of books or articles with special reference to the works of the responsible teacher or professor; wider reading by students may even be informally discouraged, while extra-mural, academic contact between staff and students on Anglo-Saxon lines is almost unknown. Only in the carrying out of practical studies, or by direct participation in research projects, is the initiative of the student in developing his own, independent, line of inquiry, actively fostered.

Student self-confidence is rapidly undermined and intellectual development drastically slowed down, so that it is by no means unusual for the students that remain in a Dutch university to take nine or ten years to complete the equivalent of a first degree course.

It is for the same reason that the moral support of the student group plays such an important role in maintaining the interest in study of those students who stay. Student groups often develop their own independent study initiatives to supplement the gaps left by formal study programmes, but the teaching staff rarely play any active part in such developments.

Dutch educational researchers are very conscious of the problem which this situation poses—a problem of which the high drop-out rate and the slow rate of academic progress are both symptomatic. In a recent article the reason why so many Dutch university teachers show little or no interest in securing educational objectives was put down expressly to their research-orientated background.

Since the vast majority of Dutch university staff have been trained within the Dutch university system, they naturally share its values and aims. Nothing unusual, in giving priority to research over teaching, in any event, as career promotion is almost always heavily dependent upon research publications.

Yet too much blame for student drop-outs should not be apportioned to the teachers in a country where student admission to university study is a legal right to all citizens in possession of the necessary minimum entry qualifications. Apart from certain oversubscribed disciplines—such as law and medicine—for places in which a form of national balloting takes place, there is nothing comparable in Holland to the British system under which university departments may select students on the basis of both examination results and school reports or interview.

There is thus no check on the capacity of students to benefit from the study chosen or their ability to cope with the academic workload, while for those aged over 25 there is the additional possibility of entering university without any prior educational preparation. In the first place there is clearly a need to stimulate teaching methods and programmes so that the independent interest of students is encouraged, rather than suppressed, and the leading goals which they seek to achieve are soon to be attainable within the programmed environment.

At the same time, if selective entry to university remains politically unacceptable in Holland, then it follows that lower educational targets may have to be set during the first year of study than at present. But merely lowering educational expectations and leaving the educational structure unchanged is not the answer, particularly as the "catching-up" period in the second year of study would then become that much more difficult.

The need, in fact, is to create teaching resources on the first-year group and to do so in such a way that, though general standards or pass-grades may be lowered, the opportunities or good students to develop more rapidly are not blocked. The means building up a new and more flexible form of teaching model on the Anglo-Saxon tutorial, within which a more positive academic staff-student relationship can be fostered.

It also follows that if university teaching methods in Holland are to be modernized as radically as the degree structure is to be changed, the pressure will be considerable on the universities and the Dutch government alike to make it possible for an academic career to be built up on the basis of successful teaching.

Such a plan may well take time to work out, and as yet there are no signs of a start being made. But the problem of the student drop-out will not, meanwhile, fade away and it is clear that a potential crisis could be close at hand if such an opportunity for radical change is not soon grasped.

Lionel Cohen

Charles Osborne on writing a biography

Wystan Auden: untangling the facts from the gossip

The first suggestion that I should write a biography of W. H. Auden was made to me very shortly after the poet's death, in the autumn of 1973, and I refused without giving the matter much thought. There seemed so many reasons to say "No". He had died so recently that I had not adjusted to the fact of his absence, and surely in due course someone of his own generation, someone who had known him better and longer than I, would undertake the task, Stephen Spender, I expected.

There was, of course, also much talked of Auden dislike of prying biographies, and the request, made by Auden to his literary executor Edward Mendelson in a letter of May 9, 1972, that a notice appear after his death "in the American and British press requesting any friends who have letters from me to burn them when they've done with them, and on no account to show them to anybody else".

Auden died on September 28 1973, and some weeks later the notice that Auden had requested was published in various magazines and newspapers in Great Britain and the United States. Some of the poet's friends felt required to comment. Stephen Spender, Auden's oldest and most faithful friend, said he thought Auden's request superfluous for "he was in no way a letter writer—the average letter was two lines". Well, that may be. I certainly have a large number of two-paragraph letters of great interest from Auden, of which the following is a representative example:

Dear Charles,

I forgot to ask you when I saw you last, as in previous years, there will be a reception on Monday at the Mortimi place in Conodo House for the participants.

I hope so, as both Chester and I want to have the opportunity of meeting Theodorakis.

Yours ever,

Wystan

But Auden also wrote longer letters, of two or three pages. Those to Stephen Spender, especially the ones written during the war, from America, are of enormous interest and fascination, and it would have been as great a disservice to literature for Spender to have burned them as it would have been for Max Brod to have destroyed Kafka's manuscripts as he requested.

Another friend of Auden's, Geoffrey Grigson, was quoted in the press as saying that he had a large collection of Auden letters "but if he says they should be burnt, I shall burn them". He did not add that he had already sold a number.

Although I did not expect that I would ever write a life of Auden, I did not at any time take very seriously the idea that I ought to do it—that anyone, that's supposed dislike of biography, in fact, I simply did not believe it. Auden loved gossiping to the press, and he enjoyed being written about. "Look what they've said about me in the *Sunday Times*", or wherever, he would exclaim, as he thrust the article at one to read.

Years after his death, when I began to read through almost everything he had published, I was surprised at the amount of autobiographical material Auden had embedded in his articles and book reviews, as well as in his poetry and in his commonplace book, *A Certain World*. He liked to read biographies of artists and public figures, though he made it perfectly clear that psychological analysis of character was not what he wanted to find, but facts and gossip. Reviewing *The Diaries of Tchaikovsky* in the *New York Times* in 1954, he regretted that Tchaikovsky had not entrusted to his diaries any details of his homosexual activities. But Auden ends his review by pointing out that the hero of the diaries:

"works, travels, goes for walks, worries. He doses himself with castor oil, he gets drunk, he loses his temper at cards. One could write it all one's self. But it doesn't matter. After all, he wrote the most beautiful ballet music in the world and detested Brahms. He is our friend. And who does not enjoy reading a friend's diary?"

On the two-volume *Letters of Thomas Mann* (his father in law), Auden wrote: "Anyone who is interested not only in Thomas Mann himself but also in the problems which confront every writer will hunt through those letters eagerly". Of course. And one day, no doubt, anyone who is interested not only in W. H. Auden but in the problems which confront every writer will hunt eagerly through a volume of Auden's letters.

I think Auden's posthumous messages to his friends was really that any embarrassing indiscretions in the letters should be suppressed, at any rate while other people referred to might still be alive.

Some months after Auden's death I was approached by the *Harvard Advocate* to write something about the poet for a special memorial issue. I contributed a not entirely pious account of his funeral, which I think would have made Wystan chuckle, and which brought me renewed requests from publishers for a book about him. I was still reluctant. By this time, Stephen Spender had edited a volume, *W. H. Auden: A Tribute*, which contained biographical essays by 36 of the poet's friends and acquaintances. I know, too, that Spender had agreed to write about Auden's life up to 1939 for a biographical volume to be written by himself and three others who would deal with the American, Italian and Austrian periods. This volume, to be published by Faber & Faber, is still on the stocks but, I gather, is awaiting the completion of the Spender contribution. I also knew that, at some unspecified time in the distant future, Auden's literary executor Edward Mendelson would begin work on the definitive "authorized" biography.

It was only when I read the volume edited by Stephen Spender and discovered that it did not set itself up to be any more than a series of notes and signposts for a future biographer, and when I realized that the other projects were not going to come to fruition for a good many years, that I began seriously to consider taking upon myself the task of writing the first biography of Auden.

The next time I was asked, I said yes, but only after consulting Charles Monteith of Faber & Faber and Edward Mendelson, who was then at Yale, and satisfying myself that they did not feel their projects in any way threatened.

I must not embarrass Professor Mendelson who, as Auden's literary executor, was in a difficult position. He did not, in any sense, authorise the book which I proceeded to write, but his help to me during the course of my writing it deserves much warmer thanks than the form of words I used in my Acknowledgments.

As soon as I had agreed to write a biography of Auden, I set myself certain hurdles to surmount. My main concern was, without avoiding the less sunny aspects of his character and personality, to write a book which Wystan would not have found objectionable. Also, I wanted my book to be informative, to reveal where Auden was and when and why, and I was determined that it should be readable. However, of a number of gratifying reviews of the American edition which was published last autumn, the one which pleased me most was not that which found the book "very readable and free from the solemnity that denotes many literary biographies" but *Time's* comment that "Auden would probably have grudgingly liked this book".

The first hurdle I set myself was to only write, as far as possible, with the aid of my own notes and recollections and of published sources without attempting to interview the hundreds of people who had known Auden at various periods of his life from his school days to his last years in New York and Vienna.

To talk to such people would have required me to take several months' leave from my full-time position as a Director of the Arts Council, and this I was not prepared to do, nor do I expect the Arts Council would have agreed.

Limiting my research abroad, therefore, to my annual holidays, I proceeded to collect material on Auden from libraries in England, America, Austria and elsewhere: material in the form of interviews, articles, reviews, essays and news items, in newspapers, books, leading literary journals and little-known student magazines.

Clearly, there were two or three of Auden's old friends whom I needed to speak to, and of these by far the most important, from my point of view, was Stephen Spender. Not only had Spender not destroyed his letters from Auden, he was willing to let me see them and quote from them without restriction. Of course, I needed the permission of the Auden estate as well, and this was readily given by Edward Mendelson.

I placed the usual notice in literary journals, both here and in the United States, asking for information relating to Auden, and this brought forth a rich haul. A number of libraries produced fugitive material, and one American library sent me copies of four Auden letters in its possession. The librarian of King's College, Cambridge, was unique in his singularly unhelpful attitude, despite Stephen Spender's having directed me to an important Auden letter which he had given to the library, this gentleman effectively prevented me from seeing it.

A major problem was the assessment of material and information sent to me in response to my published requests. A number of people who had been to school with Auden or his elder brothers, or who knew him at Oxford in the 1920s, or were colleagues of his in the 1930s, or were taught by him in the United States in the 1940s, wrote to share their memories with me. These were all most helpful, after one had made due allowance for lapses of memory, discrepancies between different accounts of the same incident, and so on. But some of the material I was offered was too scurrilous to be used, and some was presented (and in some cases, I am certain, concocted) out of sheer malice, usually towards Chester Kallman, Auden's close friend who outlived him by no more than 16 months. Some curious jealousies came to light—I made use of none of these.

Rather more serious are the things one can get wrong, or slightly out of focus, when one relies on what people who ought to know tell one, instead of checking for oneself. An example: the house in Middagh Street, Brooklyn Heights, where in 1940-41 Auden presided over a Bohemian household whose members included, among others, Carson McCullers, Benjamin Britten, Peter Pears and Gypsy Rose Lee.

Relying on information provided by New Yorkers, I wrote that, in 1945, "all the houses in Middagh Street were destroyed in the construction of a new automobile approach to Brooklyn Bridge. No trace of the street or of the former atmosphere of the neighbourhood remains". When I was in New York last autumn, at the time of American publication of my book, I took the opportunity to wander about Brooklyn, something I had never done on any previous visit to the city. There, in Brooklyn Heights, was Middagh Street, and looking much as it must have looked 40 years ago. All that had been destroyed was the short block which had controlled the Auden house, in order to facilitate the construction, not of the Brooklyn Bridge approach which is a good half a mile away, but of a freeway.

I have already received two good humoured complaints from present inhabitants of Middagh Street, one of whom has offered to show me some of "that old time Brooklyn Bohemian atmosphere" next time I am in New York.

Knowing personally the subject of one's biography has its advantages, of course, but it also has its pitfalls. Auden was a truthful creature, but his memory was highly selective, and tended at times to select inaccurate. Auden would like to have been true instead of what was, in fact, true.

One day, in the garden of his house at Kirchstetten, he gave me to understand that he had composed what may well be the longest palindrome in English: "T. Eliot, top bard, notes putrid tong emanating, is sad. I'd assign it a name: gnat dirt upset on drab pot toilet." I duly mentioned this in the penultimate chapter of my biography. It appears, however, that Auden had simply, over the years, assimilated that achievement into himself, for in Brendan Gill's delightful volume of reminiscence, *Here at the New Yorker*, which I read only a few weeks ago, I was dismayed to find the same palindrome attributed to the Scottish poet, Alastair Reid. Mr Gill has since assured me that it is quite certainly by Alastair Reid: "he is a close friend of mine and I was practically beside him when he wrote it."

Above: The older Auden. Left: Shortly before his death in September, 1973, Auden in the garden at Kirchstetten with Chester Kallman and Charles Osborne.

The one major difficulty, when one contemplates writing about a living person or someone only recently dead, is how to deal with your subject's private personal and sexual relationships. If, by being truthful, you are going to distress your subject's family, it is surely better to wait for time to solve the problem, even if time solves it by assigning, perhaps, another biographer to the task. What is a point-less, surely, is to distort the picture by omission of important detail. A generation ago it would not have been possible to speak frankly of Auden's homosexuality without giving offence to a number of people. That is no longer a problem, and I found I was able to present that important aspect of Auden without embarrassing anyone who had not already embarrassed himself in print. It would, for instance, be obscure to write guardedly of Christopher Isherwood two years after *Christopher and His Kind*.

But that does not mean that it is necessary to identify in print every one of Auden's sex partners. It is the job of the biographer to assess and select from the mass of material which is presented. The biographer who throws at the reader every piece of information down to the colour of the shirt which Mr X wore when he called on Miss Y, is simply incompetent.

Finally, a story told to me too late for inclusion in this book. At one time in New York, Auden and Robert Lowell shared the same doctor. Lowell encountered Auden leaving the doctor's surgery after a check-up, and Auden, who must then have been about sixty years of age, said to him: "Good news! I've just been given a clean bill of health. Doctor tells me that with my constitution I'll live till I'm 85." The doctor later told Lowell that what he had said to Auden was that he already had the constitution of a man of 85.

The author is literature director of the Arts Council.

Bitter lessons to be learned from the battle of Winchester

Brandon Taylor tells how his small school of art survived a threat to close it and transfer its work to an institution 20 miles away

The qualities of the smaller colleges were obscured in the days of the polytechnic boom, when the twin axioms of educational planning were "economies of scale" and "cross-fertilization between subjects". Even as late as 1973, when Circular 7/73 was put together to assist the diversification of the teacher training establishments, Whitehall was positing a minimum acceptable population of "between 1,000 and 2,000" for arts and social science students. In becoming dogma, the axiom of largeness of scale was by then on its way into history.

As we begin the 1980s the fact remains that the small and medium-sized public sector institutions in higher education, those with a student population of considerably fewer than 3,000, still account for half the country's advanced level work outside the universities. The specialist institutions whose work is in art and design, music, drama and agriculture, are even smaller, averaging just over 200 students each on advanced courses.

It is clear that polytechnic size is no longer in the ascendant. The truth has dawned that a diverse student population with diverse needs and expectations merits a diverse higher education system, containing small colleges and large, monotechnic and polytechnic, higher and further, rural and urban, specialist and generalist.

Each has its own kind of validity. The superiority of the smaller college, whose recognition is overdue, lies in its familial ambience, its coherence, its relative freedom from industrial relations problems, its ability to satisfy the needs of the individual, and its academic standards.

As one student said to me recently, "you can identify with a small college, but in a large equals institution you don't always know who makes the decisions, or why, or even when". What industrial psychologists all over the world are now "discovering", this student already knew.

The next step down the road of flexibility and diversity is to transform the system of management of the smaller colleges. At present virtually the same Articles of Government apply to a large polytechnic as to a college with 100 students. The familiar web of tensions between local authority, governors, principal, academic board, regional advisory councils, validating body and the DES—which is lobbying at its best—can become positively lapsided in the case of a small college whose resources are modest and whose lobbying powers are slight.

I speak from bitter experience. My own college has recently seen the end of a long drawn-out and bitter struggle with its local authority to survive as an independent, non-amalgamated, non-federated, non-merged, self-standing entity. Having been a protagonist in the struggle I do not only confirmed my belief in diversity; it has also convinced me to see that the decision-making machinery itself is ripe for reform.

Our story went as follows. In spite of the fact that new purpose-designed buildings were opened for the college in 1966, on the banks of the river Itchen near Eastleigh, and much-envied site for a college of art—the Hampshire authority's response to Circular 7/73 was to attempt a shotgun marriage between Winchester School of Art and a nearby Church of England voluntary (coeds) training college.

Discussions between the colleges in 1974 and 1975 were disorganized and confidentially, and quickly broke down in an atmosphere of mutual suspicion. The education authority, with local an eye to the diplomacy, merely noted "the result".

When my predecessor retired in 1976, the authority saw another opportunity to merge the college with a larger neighbour, and the battle lines began to be drawn once more. The problem this time was that the new marriage partner lived 12 miles away in Southampton. The authority once again made autocratic mutterings about "economies of scale", surplus room in medium-sized institution of higher education. There must be a line of defence against decisions of dubious virtue made at county hall, and to exert pressure in times of crisis. Although there exists an easy recipe for a strong governing body, I personally believe that changes in their statutory powers could make them more responsible and responsive, harder-working, and less prone to local government malpractice and negligence.

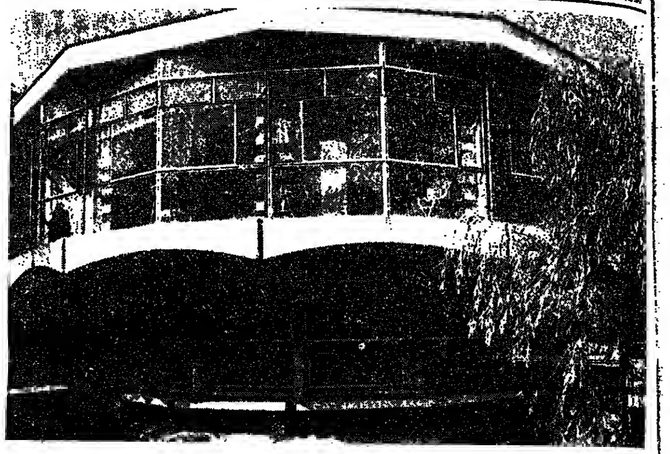
At present, a local authority can all too easily stack the odds against a small college if it wishes to do so; partly because college members on governing bodies are outnumbered by political appointees, together with a curious rag-bag of specialist members who often do not take their duties seriously enough, and who in any case can hardly be expected to desert their jobs and frequently comprehend the complexities of a higher education system with which, in many cases, they are quite unfamiliar—especially in return for all remuneration and only limited powers of policy-determination. Until the very structure is modified it seems to me that the minimum ingredient necessary for a small college is a chairman of unwavering determination, nerves of steel, and the cunning of a spider of Ivanhoe.

Secondly, and following from this, any college in this day and age should expect to be able to enjoy planning advice from county hall which is at least up to date and free from dogmatism. Here, we at Winchester learnt a painful lesson. It seemed to us that the county education officer was actually unable to see the qualities of smaller colleges.

Since dogma is by definition fixed and immovable, there is no point in attempting to argue it; the most that can be done is to undermine its assumptions gradually and with stealth, and for this purpose there is nothing more prudent than a rigorous checking of all facts and figures which are conjured up by the other side.

Thirdly, we learnt that a strong academic board and a united group of staff, however small in relative terms, is ultimately invincible by bureaucracy. As a sculptor colleague remarked to me before the meeting which secured our future, "they may as well decide in our favour, because we're not moving anyway". This seemed to me, in our case, to be the only statement which really needed making. But it cannot be made if your work is not excellent: ultimately, this is a value that has no substitute. If you and others can attest to the real quality of what you do; I doubt whether anyone would allow a county education officer of whatever opinions to rob Peter in one of his colleges to pay Paul in another.

On a more abstract level, we learnt lessons which have national implications and again I refer to all the small colleges outside the polytechnic and colleges of higher education groups. It seems evident to me that some kind of national body for higher education, not necessarily identical to the envisaged in Oakes, is vitally necessary in order to provide a broad overview of the existing provision, to allocate resources for the different subjects, and to play a strong part in major reorganizations such as mergers and closures.



Winchester's tranquil setting is the envy of many.

The phrase in college articles of government to the effect that the local authority "shall be responsible, in consultation with the governors, for determining the general educational character of the college and its place within the local education system" is not appropriate, in my view, for higher education colleges with a national remit; at the very least it should be modified so that the L.e.a.'s determining role is actually subject to the consent of the governors.

Consultation is not enough: even a 12-year-old knows how easily this provision can be, and has been, abused.

The dilemmas inherent in the concept of a "national system, locally administered", many of which the Oakes committee bravely attempted to tackle, need to be solved at once. An interpretation must be given to the phrase which, is at once decisive and perspicuous, if only to avoid the sort of fanfling and amateurish in-county manoeuvering which colleges having a national remit should, in justice, be spared.

I also believe that the highly ambiguous roles of both the regional advisory councils and the DES inspectorate must be made clearer in the future. I have yet to meet a senior educationalist in higher education who gives a satisfactory account of either and keep a straight face. The regional advisory councils, particularly having sprouted committees like a nettlebed in season, are becoming increasingly irrelevant to higher education, caught in a pincer between the county education services and the national procedures established for the validation of degree level work. (I speak as a reluctant member of three of the southern regional council committees.)

And the regional DES inspectorate could do a good deal more than behave as friendly uncles and moral supporters. Educationalists everywhere are seriously perplexed by their present role. Their exact powers should be made visible, and conflicts of opinion between specialist and generalist HMI's (another amusing feature of the Hampshire scene) must either be kept out of sight or resolved in a professional manner. I have often had the experience of meeting different HMI's on successive days and listening to exactly contradictory advice on the same subject, from one person it is a strange and chastening experience.

One conclusion to be drawn from the bizarre sequence of events in Hampshire is that, pending wholesale reforms in the management of higher education, and perhaps an end to the binary system as well, the small colleges could do worse than create a pressure group equivalent to the Committee of Polytechnic Directors.

If we shift attention to the art and design sector alone (which has 17 small monotechnic colleges in higher education, several of which are being threatened at the moment), the picture is even more confusing. These 17 colleges, as a group, are probably the best in the world; yet it is alarming to find that they also have no forum for discussion of mutual interest. The Conference for Higher Education in Art and Design (CHEAD) represents the 30 polytechnic faculties and the new colleges of higher education faculties as well as the independent colleges, and in any case can hardly be described as a power-house of educational discussion whichever way you look at it (although the lunches are always good). The Association of Art Institutions (AAI) is a larger body with an even wider remit, and has a theoretical membership including college governors and local authority members; but most people know that this body only meets at infrequent intervals in remote hotels, and has even less muscle.

But CHEAD and the AAI are actually at the top of the credibility list, believe it or not.

We also have the International Studding Conference for Art and Design Education (ISCADE), the Council for Art and Design Courses in Further and Adult Education (FACADE), the National Society for Art Education (NSAE), the National Standing Conference for Foundation Education in Art and Design (NSCFEAD), as well as other bodies such as the Association of Art Historians, the Royal Society of Arts, and the Arts Council, all of whom profess an interest in the education of artists and designers.

I suspect that the DES, whose profile is generally about when the chips are down, must positively croon with delight at this sight of such a muddled system. After all, it allows them free rein in which to maximise their own institutional policy questions arises. Where art and design is concerned, they do not need to divide and rule; they can simply rule. But one hardly needs to add, now that the exponents of theories of both Oakes and Moseley have been Thatcherized, the national leadership in this management of higher education is conspicuous by its absence.

One is tempted to draw the conclusion our merely that the system is inscrutable, which we sometimes suspect, but that there is precious little to scrute. For a country committed to educating fewer of its 18-year-olds than any of the major world powers, without any stated policy on post-school education, and with its decision-making machinery bogged down in a deadly mixture of formalism and chaos, only a fool would look into the long-term future with any real optimism.

It is hardly surprising therefore that in such an atmosphere of confusion the small colleges under pressure from bad advice will take their friends wherever they may. Although Winchester School of Art's future is now secure it will not be long before a county battle breaks out in another county. Given the extraordinary muddle that the decision-making machinery is now in, and given the impotence of the advisory bodies and the confusion of the lobby groups, I can only say to such unfortunates: "Courage, *mes braves*; be first, trust no one but yourselves; the only exception to this is anyone who believes still that the system can be broken, no authority is sacrosanct.

The author is principal of Winchester School of Art.

Digby C. Anderson asks if it is surprising that funds for certain areas have been cut

Have the supersaver sociologists asked for it?

Sociologists' research funds have recently been cut: Can I be the only sociologist prone to the suspicion that we have "asked for it"?

Of course, new postgraduate students have not asked for it; not all sociologists have asked for it and "asking for it" does not imply that we have directly caused it. It certainly does not mean that the incisive criticisms of Marxist sociologists have petrified the crisis-ridden state into cuts in an attempt to turn the revolutionary tide. It means that sociology has allowed itself to acquire a reputation for being monotonously trendy, persistently impractical and pathetically subversive. Qualitative sociologists (loosely those who do observational or data-less argumentative work rather than quantitative and more traditional styles) have avoided this reputation by their failure to criticize *effectively* the antics of a minority (especially in the fields of deviance, education, and the media) which more directly deserve it.

This reputation does not help central funding and this is crucial for a discipline which chooses, through inertia, ideology or ineptitude, to spurn the multi-source finance which sustains cousins in psychology and management and disowned brothers in industrial sociology, and to rely almost entirely on the state. These sociologists, so eager to exercise their Kuhnian perceptions on the "real" forces behind other disciplines, seem unwilling to take the practical lessons such perceptions might have for their own.

What sort of internal criticism might be effective in discriminating these antics? Sociologists are more reluctant to bicker than any other academics. And they certainly criticize each other's claims and research methods. But they are extremely reluctant to clarify the points at which their colleagues' work goes beyond innovation and difference and is just not good enough. To reach that point one needs a really effective and extensive criticism, and that most sociologists appear to lack.

In our analyses/criticisms of qualitative sociology texts, Wes Sharrock and I have found it necessary to extend normal criticism in three ways so that it may be effective. We used, as some of our examples, the texts of the radical media sociologists and found that to criticize them we had to toughen normal criticism; to extend it to matters beyond the claims and "methods" used; and to incorporate in it the rhetoric of the texts.

A rapid gloss of the defects of radical media sociology shows the sorts of features to reflect the criticism must be able to handle. Most of the defects would have been less serious had they occurred in an occasional or modest argument but in media studies, arguments of global implication are endlessly and ubiquitously repeated, usually about how the press and television media the capitalist hegemony and manipulate the lower classes.

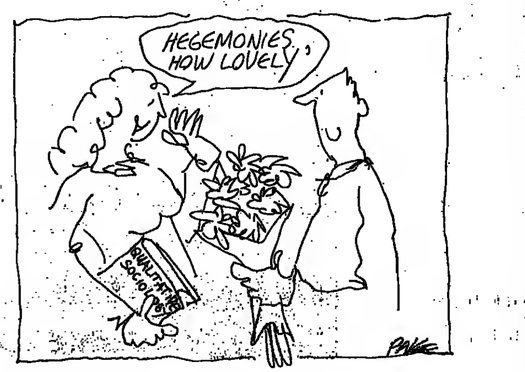
Being qualitative sociologists, the media scholars quite reasonably do not base their war points on vast surveys, but on the qualitative inspection of small excerpts from programmes and articles. The evocative word is "inspection" for it is certain that they do not *analyse* such excerpts rigorously. Rather, they use them to illustrate ideological points and theories. Doing *neither* quantitative nor qualitative work, they maintain an illusion of the latter by the way they present the excerpts.

There is a persistent ambivalence in whether these excerpts are data or not and about whether their "inspectors" are claiming to analyse them or not. Not only does the data fail to justify the conclusions (premises?), it is not clear which are which and when and to what extent.

The status of individual components in the arguments are then unclear. The relationship between them in terms of proportion is grotesque. They resemble nothing so much as a British Rail Super Saver.

"Saturday's excursion five hours getting there, five hours getting back, and 30 minutes at the seaside. Research is planned, instruments devised, methodologies discussed, literature searched, equipment bought, data gathered, miles of film, days of tape or volumes of memories created. Then the delicate art of proposing future work, tabulating, classifying, outlining the theoretical position, speculating in what the research might have shown if only ..." take over". In the midst of this there is little enough time to peer into the vast archive of material that the research has created, no time at all to develop deep analysis of any single part of it.

Not all the sociologists spend time on all of these but what most do not spend time on is data analysis. This is most obvious in their desire to find their own theories and topics in the data. It is not that the media are less of mere supports of capitalism than the sociologists think; but that *their* work is not largely supporting any sort of lsm but is reaching deadlines, writing stories, making headlines. Their business, their daily business is technical.



Of course, this might lead to supporting jams—if so, the onus is on the sociologists to show how the persuasive technical business in media relates to this. But the sociologists are mostly uninterested in the technical world of media production unless it can be ideologized and thus they transform it rather than study it. "It" is incidental.

Nor are they interested in consumption. Throughout the sociologies which find that the public are misled by the press, patients dominated by doctors, or pupils exploited by a system of labour reproduction, there is a pervasive reluctance to admit that these are only very optional ways in which one *can*, if one chooses, see the relationships. The casual attitude to data enables one to see things like this.

In the case of radical media studies there is next to no attempt to establish that people actually are misled. Indeed the scholars concerned are much more interested in how they themselves can see media products than in how, say, ordinary viewers actually watch television.

A tough criticism will get at such things by requiring qualitative sociology to have patent models of actors. Quantitative sociologists do have to restrict both the elements and relations between the elements of social action which they investigate. One supposed advantage of qualitative analysis is that it can retain the dynamic complexity of social action. But take the models "(or are they metephors?) of newspapers, classrooms and surgeries which are so often set up. Can their inhabitants do any of the daily things that ordinary people do? Could a journalist who acted as described by the radical media scholars cross a street, let alone interview someone?

The abandonment of numbers imposes an obligation of closer analysis

Again with consumers, the Marxist models of television-viewers turn them into dopes who could not even be articulated to change channel. Why bother to collect rich and complex data if one is only going to select from it topics one could have talked about theoretically anyway? Why bother to claim one is studying media producers and consumers when one's models of them are so chronically disabled and disfigured by the reflection of one's own ideological obsession?

A tough criticism will not be taken in by technology masquerading as method. Audio and video tape are problematic advances for research. They impose obligations not only to learn new techniques but to retain technology and methodology. For example, it is naive to have actions as well as words but how do you refer to and test taxonomies then? One would have expected a little hesitant work on methodology before the rush to use film as evidence. Tough criticism will also be suspicious of analyses which are highly selective. Selectivity and micro-analysis are not the same.

All qualitative sociology has to limit the data it examines but a rigorous examination will notice it has chosen the data, work *through* it rather than simply select preferred themes. Conversely a tough criticism can usefully find evidence for its criticism in the research that qualitative sociologists present (if they present it properly). A tough criticism will see that the generalizing nature of sociology is not used as an excuse for evasion about who is doing what. Notions of structures, systems, tendencies and hegemonies are less of mere supports of capitalism than backdrop which enables us to read the characters. It is the film reveals glimpses of the research-behind-the-book which he has been unable to include.

It is he who traffics other academic material into his text through citation, quotation, exemplification and allusion, depriving it of aspects of its former context and surrounding it with a new argument. It is he who can suggest more than he says through all these features. It is he who can cut out other understandings by working up these features into a whole which has direction and, retrospectively, logic. And it is he who can characterize himself and his subject in such a way as to help the reader find him authoritative on the subject.

The qualitative sociologists are right to show the limits of sociology's ties with the quantified sciences. But the abandonment of numbers imposes an obligation both of closer analysis and of attention to "letters".

Qualitative sociologists should take their reliance on natural language and their affinity with literature seriously. That affinity is not to be welcomed with murmurings of interest but recognized as involving problems, skills and hard work. If qualitative sociologists work, at least partly rhetorically, their criticism of each other needs to relate "scientific" and rhetorical elements in persuasion. A rhetorically based criticism will ask not only if an article is "sound" but how that soundness is mediated through and enhanced (or reduced) by literary factors.

A tightening of qualitative sociology's internal critical discipline through toughened, extended and rhetorical criticism will not be sufficient for the subject's survival. For it needs to be not only reputed but reputed as useful. It needs to attract funds from a variety of sources, especially to abandon its highminded attitude to industry. Most of all it has to take seriously the issue of practicality.

Chronic self-doubt does not help one get more funds

Qualitative sociology has already studied practitioners. There are studies of doctors, magistrates, teachers, social workers and so on. Such studies do have a practical potential. Of course most research to date has shown a bias to state employees. But that is not a big problem. Presumably a discipline which can study doctors and magistrates can study farmers and entrepreneurs. The question is—were the studies of doctors and magistrates of any use to *doctors and magistrates*?

It would be rash to argue that they have been an outstanding success. Sometimes this is simply because the sociologists have not told their sociology. To this generally critical article about sociology, it is worth remarking that such sociological work on practitioner settings is least likely to be found in name psychology, education and management work.

Certainly some sociologists make up for the inflated claims of others by turning self-doubt into a professional stance. Chronic self-doubt does not help one to get more funds to improve the product. On the other hand there are clearly some sociologists who are not really concerned with practitioner settings at all. They merely use them as a funded excuse to ideologize, or theorize, in a sociologically parochial way. More profoundly there are many sociologists who have never thought about what studies of practical actions might involve. They merely see those as not involving certain things they would like to do rather than offering new opportunities.

In conversation with practical sociology can be developed from qualitative sociology if sociologists put the interest, contexts and technical considerations of their new clients before their own sociological interests. Qualitative sociology has got methods, perspectives, theories, insights and other resources. That is why it matters if it is given a bad name. But it needs to go beyond these and spawn a coherent applied discipline. That applied discipline will not look much like Summerhill or Becker, and out at all like Marx. But it need not matter. Some treasured totems will have to be set aside for a while, but that might be a welcome relief for some.

Nothing could be more beneficial for the current state of the methodology of qualitative sociology than that a number of its members should do sustained work in defined fields of practical-technical action trying to produce something of sociological use to their industrial clients. Practicality is not only the key to funds and hence to more research. It forces precisely the attention on the technical context of social action, of how real people achieve real tasks, which is needed to reanimate ossified sociological models, control relativistic speculation and to ground explanation in the concerns and activities of actors. It might even make sociology itself a practical enterprise.

Of course there are those who do not want an effective criticism and who do not think sociology needs to be practical. They see their subject as "debunking" discipline, helping people "question things" and offering them "perspectives". Should not this stage have passed with the academic equivalent of acne?

The author is a research fellow at the University of Nottingham.

Gordon Hunnings examines the problems facing staff working in the University of Malawi in an occasional series on academic freedom world-wide

Africa: how big a compromise with liberal tradition

Following the breakup of the ill-starred Central African Federation, Malawi, formerly Nyasaland, became an independent African country under the leadership of Dr Hastings Banda. From the outset Dr Banda announced three major policies to which he has consistently adhered and which are relevant to my brief:

● A determination to develop the country by pragmatic policies rather than the implementation of some ideological programme like that of Tanzanian socialism.

● A willingness to accept financial and other forms of assistance from any country or agency, provided that no unacceptable political strings were attached to such aid. A consequence of this policy was a steadfast refusal to accept aid from any member of the Communist block.

● The inauguration of the University of Malawi which was to assume responsibility for all forms of tertiary education and provide the trained man power essential for development compatible with the internationally recognized academic standards of a university institution.

With regard to this last policy, Dr Banda was exceedingly fortunate to secure the services of Dr Ian Michael, CBE, who became the first vice-chancellor of the University of Malawi in 1964. The success of his planning and the excellence of his administration were universally recognized, not least by Dr Banda himself and it is not surprising that Dr Michael, even in retirement, is much sought after as an adviser to governments planning the erection of new universities. Dr Michael left Malawi in 1973 and I was appointed to be his successor as vice-chancellor until my own resignation in 1977.

Given the kind of policies which Dr Banda pursued, and the highly personal leadership which he exercised, which he felt to be a requirement of the political inexperience of his people, it was inevitable that problems regarding academic freedom would arise. Dr Banda repeatedly declared that Westminster-style democracy could not be transplanted anywhere in Africa and produce stable and effective government.

What then were the problem areas with respect to academic freedom and to what extent were they circumscribed?

Determination of academic policy has been the subject of misunderstanding and adverse reports. The imposition of academic policy from outside was not one of the problems faced by the university.

It is true that in the early seventies Dr Banda vetoed plans approved by the Ministry of Education for the introduction of new mathematics in schools. His objections centred on the value and utility of the new mathematics for the majority of secondary school pupils who were not continuing with any mathematical education after leaving school.

He felt that traditional mathematics was a more appropriate and useful skill for such pupils. He also made clear that his criticisms of the new mathematics were not aimed at the university and he stated explicitly that the university must be left to decide its own curricula for undergraduate courses in mathematics.

The freedom of the university senate in determining academic policy, setting the standards for its degrees and diplomas and deciding which students passed or failed was never questioned and its autonomy was fully respected. An example of this freedom and the respect for senate's academic authority was provided when Dr Banda drew attention to the fact that the highly profitable, foreign-exchange earning, tobacco farms in Malawi were managed largely by expatriate Rhodesians.

In the event of the settlement in Rhodesia these farm managers could be expected in return, thus leaving a vacuum in Malawi which it will be difficult to fill with Malawian managers possessing comparable experience and expertise. Dr Banda asked the university to look into this problem and suggested that it should put on a crash course in tobacco farming to meet this need.

The staff of Bunda College of Agriculture, a constituent college of the University of Malawi, and the academic planning committee produced a plan which was monitored and approved by senate and the university council and presented to Dr Banda. The plan rejected the idea of a crash course and proposed a two-year post-graduate diploma course in tobacco farming open to selected students who had already obtained either the diploma in agriculture (a three-year course) or the degree in agriculture (a five-year course).

The post-graduate diploma would comprise periods of attachment to tobacco farms during the growing season alternating with residence in the agricultural college for advanced theoretical and laboratory work. Senate's recommendation was very different from the crash course originally envisaged, but was accepted by Dr Banda and has since been implemented. This by no means isolated example is a paradigm case of government-university co-operation. Government recognized a need and the university determined an appropriate response to that need.

Although there were politically and socially sensitive areas common to most newly independent African countries, teaching and research programmes did enjoy a relatively high degree of academic freedom. For example, although Malawi government would never grant a work permit to a member of any Communist Party, Dr Banda recognised the importance of Marxism as a subject of study in undergraduate courses in economics, history and political science and raised no objection to its inclusion in our curricula.

Dr Hastings Banda: under his rule Communists were outlawed yet Marxism was included in undergraduate courses in economics, history, and political science.

It is impossible not to have some sympathy with this point of view although some ministries carried it to extremes. For example, permission to administer an extremely well-designed questionnaire on the job aspirations of secondary school leavers, with follow-up procedures to compare aspirations and achievements, was refused by the Ministry of Education on the ground that it would produce false employment expectations among school children. By this decision we were deprived of the opportunity of obtaining the very information needed to combat such false expectations and offering realistic counsel to school leavers.

Although there were constraints on academic freedom with respect to social research, these constraints must not be exaggerated. There were other areas in which the co-operation of social scientists employed by the university was welcomed by government agencies. One of the concerns of the Lilongwe Land Development Project was with the movement of relatively large numbers of village peoples as part of the movement of the capital from Zomba to Lilongwe.

University sociologists worked closely with their colleagues employed on the project on the social implications of moving villages quite considerable distances from their traditional locations. Their advice and assistance was instrumental in turning a potentially explosive transition into a successful relocation acceptable to all parties.

A further example is provided by the Lake Chilwa Project which was concerned with the ecology of a large area of lake and surrounding marshland which periodically dried up. Apart from ichthyologists who restocked the lake with fish, chemists analysing the composition of the mechanical ooze in which many forms of marine life survived the drought, sociologists also played an important role. They were invited to conduct research to determine how local fishermen adapted to drought periods and also to induct educational programmes to prevent over fishing during the early stages of the restocking process.

The history department had the full co-operation of government, including Dr Banda himself, in the task of recording the history of the nation both before and after independence. The economics department was continuously engaged in producing reports, surveys and projections on inquiries ranging from skilled manpower requirements to the utilization of electrical power in rural areas.

The geography department acted in an advisory capacity to government on land utilization schemes. The department of English mounted innumerable field trips in which students took tape recordings of oral traditions now deposited in the university library. Social anthropologists collected data ranging from variations in local creation myths to the growth of independent African churches.

In short, the constraints on social research that did exist must not be generalized into anything like an absolute prohibition.

Censorship did present some problems in respect of the academic freedom of the university, particularly when banned books included English texts prescribed for undergraduate teaching.

The declared aim of censorship was to prevent the importation and dissemination of material classified as pornographic or subversive. The task of deciding what was pornographic or subversive was entrusted to a censorship board comprised of persons whose moral earnestness was unmatched by any literary sensitivity and sometimes not even by common sense. The fiats of this body were absolute, non-negotiable and without any right of appeal.

Attempts to obtain a reconsideration of the classification of a book as pornographic or subversive were treated as attempts to justify pornography or subversion and redounded to the discredit of any one seeking such a reconsideration. Thus, a Malawian minister of education who protested against the board's decision to ban as subversive George Orwell's "Animal Farm", with its consequent withdrawal from use in schools, was dismissed which periodically dried up. Apart from ichthyologists who restocked the lake with fish, chemists analysing the composition of the mechanical ooze in which many forms of marine life survived the drought, sociologists also played an important role. They were invited to conduct research to determine how local fishermen adapted to drought periods and also to induct educational programmes to prevent over fishing during the early stages of the restocking process.

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distributed after these pictures had been obliterated with black ink.

Even more extraordinary was the censorship of films in which violence and foul language frequently went unchecked but kissing scenes, even between brothers and sisters, were cut. When the cut and spliced film was projected the sight of a man about to embrace suddenly springing apart again, as though repelled by his lady's breath, was uproariously hilarious and brought gales of laughter from the audience.

The curtailment of academic freedom stemming from the decisions of the censorship board was clearly evidenced in the stifling of the creativity of young African writers who, under the aegis of the English department, had formed a writers workshop and showed promising fertility and originality. Much of this had only ephemeral value but what was more serious was the damage done to the country's image abroad. There was bizarre the decisions of the censorship board, the world's press widely reported, while the university's progress and achievements were about under Dr Banda's benign gaze remained comparatively unknown.

Expatriate academic staff were recruited from America, Canada, Britain, Denmark, France, Ghana, Nigeria, Kenya, Rhodesia and Zambia by a variety of agencies working on behalf of the University of Malawi.

The largest number of expatriates were from Britain because of the generous salary supplementation offered by the Ministry of Overseas Development and administered by the Inter-University Council for Higher Education Overseas. Within the university were concerned the criteria for appointment were normal ones of academic excellence and suitability for the particular post. Once a candidate had been selected application was made to the Malawi government for the issue of a work permit.

After the Special Branch had concluded its own inquiries and satisfied itself that the candidate was neither Communist Party affiliated nor a criminal record a work permit was issued. The university was then able to proceed with its offer of appointment in the form of a mutually binding contract. All this tended to make recruitment a slow business and not infrequently chosen candidates were lost to other institutions whose selection and appointment processes moved more swiftly.

For more serious than the business of clearance procedures was the work permit was issued subject to problems occasioned by the deportation of expatriate staff. Deportation became the standard sanction for getting rid of any expatriate who was regarded as persona non grata by Malawi government or, inevitably, academic staff of the university were among those deported.

From the government's point of view the convenience of deportation lay in the fact that according to international law any person allowed into any country could be deported if considered undesirable without being obliged to bring a specific charge against the alien or even giving a reason for its action. It is well known that some of those deported had allowed themselves to become involved in political parties and, in a few cases, went so far as to act as couriers between the self-styled government of Malawi in exile and dissident groups within Malawi. In view of the secrecy with which the threat from abroad was regarded, these few were fortunate to suffer only deportation.

Pretensions to political sophistication undoubtedly contributed in a lesser degree to some cases of deportation but other cases were those of "rolling and inquiries" at the highest level by the high commissioner or the ambassador of the country concerned elicited nothing but a firm affirmation of the undesirability of the person deported. The very short notice to quit the country, sometimes 48 or 72 hours but sometimes 48 or 24 hours, rendered any appeal or reconsideration mere post-mortem exercises.

Fortunately, the University was able to honour all its contractual obligations to a member of staff deported, including payment in lieu of all terminal benefits and leave, months salary in lieu of notice, in the case of British expatriates, the

continued opposite

The dilemma facing the refugee and overseas student

Alan Parker recalls the measures leading up to the current discriminatory tuition fees policy

In the autumn of 1979 the Government indicated its intention to save £100m on higher and further educational spending by vastly increasing tuition fees for overseas students. The wisdom, or lack of it, of this plan has been debated since Shirley Williams's "Robin Hood" policy was floated in 1977. The idea of the Labour Secretary of State was to finance substantial scholarship programmes for "deserving poor" overseas students by charging high fees to those who could afford to pay.

The Conservative administration have taken on board the idea of charging what the market will stand, without providing for those who might have had a claim for special treatment under the Williams's policy. Now that the detailed guidelines have been published it is clear that the Government has not only failed to take the opportunity to remove existing anomalies but has extended and exacerbated the hardship that will be caused to certain categories of students.

Leaving aside the principled arguments about so called economic fees and accepting as a fact of life that they are to be implemented next year, the manner of their introduction gives grave cause for concern. The decision to phase in the new charges on a year-by-year basis from September, 1980, was a sound one, however, students already in the university whose planned programme of study includes more than one course will not be protected from increases as they progress from A level to degree or undergraduate to postgraduate courses. Those who will escape the full cost fees this autumn will nevertheless have to find 24 per cent more than they paid this year which was itself an increase of 33 per cent over the 1978-1979 fee.

Perhaps the most significant aspect of the new arrangements is the change in the definition of an overseas student. This will considerably increase the number of individuals so classified and continue the anomaly whereby recently arrived immigrants and refugees are regarded as overseas students. These effects are compounded by a failure to announce any specific allocation of funds to alleviate the undoubted hardship this will cause.

It first became necessary to define an "overseas student" in 1967 when differential fees were introduced. DES Administrative Memorandum 14/67 followed the precedent of the awards regulations that already existed to provide guidance for local education authorities for the granting of mandatory awards under the 1962 Education Act. It defined an overseas student to the negative sense of stating how an individual could qualify for home status. In broad terms this could be achieved if an individual had been "ordinarily resident" in the United Kingdom for at least three years preceding the start of the course in question. It was also possible to qualify on the strength of a parent's or spouse's residence or by being the child of a foreign diplomat. It was stated that periods of time attending a course of non-advanced further education could count towards the calculation of ordinary residence but study at advanced level should be excluded. An overseas student coming to the United Kingdom for O and A level courses for three years or more could thereby qualify as a home student for fees purposes. This was consistent with the established practice that such students could also qualify for mandatory awards.

With increasing overseas student numbers and financial stringency in educational spending in the mid-seventies local authorities began to refuse to grant awards to students of overseas origin and, in the process, challenge the interpretation of the term "ordinarily resident" as it appeared in the awards regulations. At about the same time the 1976 Race Relations Act came into force and with it the new concept of "indirect discrimination" and a new power for private individuals to bring an action under the Act. The result of this was that charging discriminatory fees made local authorities or institutions vulnerable to prosecution unless they were following statutory obligations or "arrangements made by a minister of the Crown".

In order to avoid the possibility of embarrassing litigation the DES issued a circular in August, 1977 setting out the "arrangements" approved by the Secretary of State which would allow discrimination against overseas students in respect of tuition fees, hostel charges, admissions and discretionary awards (mandatory awards being governed by statutory instrument were covered automatically).

This circular, DES 8/77, was a document of Byzantine complexity which had effects above and beyond the declared intention of Shirley Williams, then the responsible minister, to bring existing practice within the law. Overseas students were renamed "specified students" who were redefined as those who had been neither "resident" nor "ordinarily resident" for the three years immediately preceding their course of study.

This definition introduced a distinction between "resident" and "ordinarily resident" which implied that the latter was to be equated with the concept of permanent settlement or domicile. It also excluded the various categories of student who, under AM 14/67, had qualified for home student fees without the full three years' residence. In recognition of this the circular gave a discretion for LEAs and institutions to continue to use the 14/67 definition and to exempt students under the age of 19 from the arrangements if they so wished.

The circular formalized the position whereby an overseas student denied an award as a result of the strict definition of "ordinary residence" could still qualify for home fees by being "resident" for three years. The confusion caused by two separate sets of regulations being in force at the same time was further complicated by the fact that the term "ordinary residence" in 14/67 actually had the same meaning as the term "residence" as defined by 8/77.

Six months later, in January 1978, the circular ACL 1/78 cemented the more rigorous definition of "ordinary residence" introduced by 8/77 by advising local authorities that the central consideration for determining eligibility for a mandatory award was the "real home" of the student. By this time there was increasing evidence that a significant number of recently arrived immigrants, refugees and those who for various reasons had been subject to immigration controls before becoming settled were suffering educational disadvantage by being denied awards or assessed as overseas students for fees purposes.

Representations were made to the DES and the local authority associations by the United Kingdom Council for Overseas Student Affairs (UKCOSA), the NUS and community relations groups. Delegations were told that while it was recognized that anomalies did exist a solution would have to wait until a policy on tuition fees as a whole had been finalized.

This policy was unveiled on November 1, 1979, and the detailed provision published in January 1980 in the form of a Council for Local Education Authority circular CLEA 80/4 and a letter to universities from the UGC. This circular, far from removing the anomalies, has entrenched those that exist and further extended the scope of the definition of an overseas student. The main provisions of the circular are as follows:

● The definition of "specified student" has been extended to all those who have not been ordinarily resident throughout the three years immediately preceding the start of their course.

● The concession of home fees for students under the age of 19 has been removed.

● Quotas are formally abolished although the Secretary of State will consider special arrangements in respect of applications from particular institutions.

● Fees charged to students during periods of compulsory industrial training should be "reasonably justifiable" as the full cost of that part of their course.

● The previous approval for discretionary application of AM 14/67 criteria for fees purposes has been omitted.

● The children of workers from EEC countries are exempted, as are students in fully reciprocal exchange schemes.

● The difficulty of distinguishing between "laboratory" and "classroom based" courses for fees purposes is recognized and the effect of the regulations on newly arrived immigrants is mentioned. The power to grant fee remissions in specific cases is granted and it is stated that the Secretary of State is considering special arrangements for refugees.

Overseas students have suffered through Government's attempts to reclassify them.

The major point of agreement between DES, local authorities and the voluntary agencies representing students was that the system as it has been operated was confused and inconsistently applied and caused hardship in some cases. The new criteria simplify the position with a single definition for all purposes with two minor exceptions—for the children of EEC migrant workers and exchange students. In the words of the circular itself: "Though the formulation goes some way towards a clearer definition of 'overseas student', less may feel it bears heavily upon the recently arrived immigrant. ACC and AMA, however, continue to seek a definition of home status which may be applied consistently and fairly throughout the country. While further substantial change is unlikely for 1980-81 fees should note that the Government is still giving consideration to the possibility of special arrangements for refugees which may affect those starting courses this autumn."

Whether or not fees consider the plight of recently arrived immigrants this other aspect of the instruction or guidance as to what they are empowered to do to alleviate it. This is particularly unfortunate since the solution is simple and readily available. Because the interpretation of "ordinarily resident", than has been adopted for all purposes, prevents nearly everyone who is subject to immigration control qualifying for home fees or or overd, however long they remain in the country, the three-year requirement becomes redundant. Since "ordinary residence" is now equated with permanent and unrestricted status, to require that students should have completed three years simply adds new immigrants and refugees to the category of people who can more properly be regarded as overseas students. If the requirement were that prospective students should be "ordinarily resident" immediately preceding their course these anomalies would be removed.

The other major difference that this will make is to the students currently in an advanced further education who, having expected to pay the home rate of fees for the three year rule, will continue to be classified "overseas". This will mean that a significantly larger number of students will be asked to pay the higher rate of tuition fees next September than would otherwise have been the case. It is fairly clear that this will cause considerable hardship to the group in question but there is another aspect to this decision.

The statistics of overseas students are compiled on the basis of the tuition fees that are charged. The allocation of resources in education is based on student numbers and transferring a significant proportion of the student body from home to overseas status could have implications for institutional planning. The Government are on record as believing that the new fees will not have a deterrent effect on recruitment and that they consider demand to be "relatively inelastic". Ministers have been prepared to admit privately that they would not be unduly surprised by only a small decrease in numbers next year. A change in the definition of an overseas student that increases the total numbers involved will disguise any real reduction that may take place.

The treatment of overseas students since 1967 has been a history of short sighted planning and administrative ineptitude. Disruption and hardship have been caused to institutions and individual students and in some cases the hardship has extended to the ethnic minority sections of the domestic population. Throughout the period Governments have used the excuse that overseas students are being heavily subsidised by the tax-payer to fend off any kind of criticism. Now that the element of "subsidy" is to be removed it is time to develop a positive policy that will give value for money in the most expensive education system in the world and, as a matter of priority, remove the glaring anomalies that remain.

The author is assistant executive secretary of the United Kingdom Council for Overseas Student Affairs.

Compromise with liberal traditions

continued from previous page

Inter University Council for Higher Education Overseas had the resources to offer further financial assistance while trying to secure another appointment. This rendered deportation bearable but not applicable.

In the absence of hard information, speculation was rife and wild. Rumour had it that domestic servants were paid informers and that any criticism of Malawi government by expatriates reported to the police was sufficient to result in deportation. A variation on this theme alleged that expatriates with Malawian deputies inspected for promotion were at special risk and that sometimes false reports were the basis for deportation orders. Minister's female and long-haired males were liable to be deported, although in many cases offenders in these categories were advised to conform to local customs in dress and appearance and deportation was not invoked.

The common feature of expatriate rumours about deportations assumed the complete innocence of the deported and the folly or wickedness of Malawi government. Inevitably, the reverse explanation was also current amongst Malawians. This assumed the criminal or near-criminal guilt of the deported and regarded the deportation orders as generous alternatives to prosecution.

The refusal by the authorities to divulge the reasons for deportation and the circumstances out of which deportation orders were issued, the absence of any defence or appeal procedures and the insultingly short notice given to leave the country redounded abroad to the discredit of the authorities rather than the individual.

Indeed, in some quarters, deportation was regarded as a prized accolade which helped rather than hindered the securement of an appointment elsewhere. The total inflexibility of the deportation policy was on unnecessary impediment to recruitment, a constant embarrassment in public relations attempts to rationalize the irrational and strained the otherwise excellent relations between expatriates and government.

The greatest threat to academic and personal freedom was posed by the fallibility of Malawian staff and students to detention without trial for indefinite periods. The background to this state of affairs were the attempts made by dissident groups in neighbouring countries to rally support for the overthrow of Malawi government and that local university staff and students were subject to offers of high office in a new administration in return for their active support in removing the old one. That this threat extended and that such inducements were offered there is no question and Malawi government felt that this was sufficient justification for the assumption of emergency powers such as detention without trial.

During the mid-seventies these powers were increasingly invoked and at one period twelve Malawian members of the academic and administrative staff of the university were in detention. Personal appeals to Dr Banda on their behalf were met by the assurance that in every case documentary evidence existed of the person's complicity in anti-government activities and that the security of the state had priority over considerations of academic or personal freedom.

As the number of detentions rose and reached epidemic proportions, Dr Banda became increasingly suspicious of the activities of the Special Branch in general and the documentary evidence of complicity in particular.

A special enquiry was ordered which revealed that the majority of these detentions were engineered as part of a plot to create general dissatisfaction with Dr Banda's government by a minister of state and the head of the Special Branch in preparation for a *coup d'état*.

The documentary evidence against detained members of the university staff consisted of incriminating letters addressed to them by name and written in a familiar style from well-known dissidents abroad.

It transpired that these letters were forgeries written in Malawi, smuggled out of the country, posted abroad and subsequently intercepted, thus establishing seemingly cast-iron evidence of treasonable activities by the recipients.

The uncovering of this plot led to the release of all members of the university staff who had been detained and the rehabilitation of most of them in the university. Those who wished were permitted to take up appointments outside the country, thus contributing to that interesting post-independence phenomenon in Africa—the rise of the black expatriate academic.

I return to my starting point. That there are, and will continue to be, problems with regard to academic freedom in universities in Africa is a consequence of the prevailing personal and authoritarian styles of government. The issue of conscience for the individual turns upon a choice between championing a degree of academic freedom currently unattainable and so shunning all forms of assistance to African universities, or accepting some limitations on academic freedom in the conviction that the continuance and expansion of African university education remains the best hope for the eventual triumph of the liberal traditions inseparable from the idea of a university.

Where to draw the line on how much limitation of academic freedom one is prepared to accept and to what extent compromise with respect to liberal traditions simply nullifies them is part of the personal agony of every academic working in Africa—and, for that matter, in many other parts of the world. It is not only politics, in Lord Butler's classic statement, that is the art of the possible and it is my conviction that in Malawi the possibilities for academic freedom are far greater than commonly has been supposed.

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BOOKS

A not invaluable guide to American writing

Harvard Guide to Contemporary American Writing
edited by Daniel Hoffman
Harvard University Press, £11.00
ISBN 0 674 37535 1

by Tony Tanner

First, why the *Harvard* guide to contemporary American writing? Not one contributor comes from Harvard, and indeed it would have been far more logical to call it the University of Pennsylvania guide, since that is the editor's university and he and a colleague there contribute approximately one third of the book. Harvard happens to be the publisher, but it is hard to resist the impression that the hallowed name was invoked to bestow some sort of higher authority on the proceedings—as it might be, the Delphic guide to contemporary Greek writing.

This attempt to emit an aura of definitiveness is helped by a quotation from Robert Penn Warren to the effect that "The *Harvard Guide to Contemporary American Writing* is invaluable. It has no rival." While not wishing to impugn the sincerity of this appraisal, it prompts the question—invaluable to whom? And if it has no rival it may well be that no one else has felt inclined to embark on what is, in my opinion, a largely fruitless venture. I do not wish to give the impression of indulging in mean and petty cavils, but the book implicitly—if not explicitly—makes large claims for itself, so the results has to be regarded with some care. And if poor students are urged to read, imbibe, and echo this tome every time they take a course on recent American literature ("invaluable" Robert Penn Warren) their on the whole I think the book will be doing them a disservice.

This is not to question either the qualifications or the abilities of the contributors, some of whom—Alan Trachtenberg, Leo Braudy, Daniel Hoffman (editor), for example—I regard as highly intelligent critics. It is the nature of the project itself, and the manner of its execution which I regard as ill-considered. But let me start to be specific.

The book is divided into 12 chapters, based on the simplest kind of classification: pod division (Realists, Southern, Jewish, Experimental, Black, Women, and so on); the obvious objection that there might easily be, for example, an experimental Jewish woman writer is justified by the fact that some writers (Norman Mailer, for example) appear at least three times. So there is inevitably a good deal of pointless fragmentation and scattering, and not a little overlap and repetition. That would perhaps be tolerable if the results justified it and some new panoramic sense of the period or its literature emerged. It does not. Instead there is a great deal of excessive simplification, reductive compression, randomness, discontinuity (all too many paragraphs open with such words as "Another writer who . . ." thus revealing the lack of any real binding thus of thought or argument), rather desperate lists of writers, and endless hurried plot summaries. The last thing one wants is to see such a richly variegated period of literature compressed into one artificially imposed pattern, or subsumed under one dominant ideological approach.

But the next to last thing one wants or needs is this rudimentary assembling—crowding—of interminable to hundreds of names of books and authors with a minimum of organization. Daniel Hoffman's three chapters on poetry represent something of an exception, but then he gives himself 150 pages, and even his taxonomy is pretty basic. Pluralism is one thing. Chaos is something else. And so is pre-school simplification.

Thus, for example, it pains me to find my highly intelligent critic as Alan Trachtenberg plodding dutifully and branchlessly through the "intellectual background" to the period, moving from the cold war, segregation, conflicting visions of self and society, touching on behaviourism, Kinsey, psychoanalysis: passing through "alienation and erotic pastoralism" (Marcuse, Norman O. Brown), and "new worlds of science and technology" (McLuhan, Buckminster Fuller), theure in four pages on "religious thought", leading to the resounding conclusion that, all in all, it was "a time in transition, a time of change". High marks, I suppose, for anodyne noncontentiousness. But Alan Trachtenberg has (I would have thought) better things to do with his mind and time than applying them to produce this harmless but hopelessly cramped summary of the well-known and the all-too-obvious. At one point—to give an example—he dutifully summarizes Freud's ideas in just over half a page. Who was that written for? To whom will it be "invaluable"?

Norman Mailer

Walton Litz—another intelligent man—covers "literary criticism" and dutifully takes us from the New Criticism to Frye, Burke, Bloom and Trilling (other names are, of course, mentioned). He concludes, at the beginning, that the "general trend of literary criticism since 1945 has been from conscious to diversity". Or as the song succinctly puts it—there've been some changes made.

Leo Braudy grapples bravely with a particularly slippery taxonomic fish—"realists, naturalists, and novelists of manners". This leaves him with an odd—not to say motley—crew, starting with Dos Passos, James T. Farrell, John Steinbeck, and Ernest Hemingway on to James Jones (an insight: there "Jones wrestles with that crippling paradox that steals through so much postwar American fiction—the writing that celebrates the superiority of those who do not write"). Kurt Spillane and Ross Macdonald, Nelson Algren, Henry Miller, Jack Kerouac, John Rechy, Norman Mailer (first spincarnate), Thomas Pynchon (seven lines), John Gardner (and a half pages), Gore Vidal, John O'Hara, Mary McCarthy, Randall Jarrell, John Marquand, Louis Auchincloss, James Gould Cozzens, John Cheever, J. D. Salinger, John Updike, Wright Morris, and—well, a cast of hundreds. Such general changes as are discerned emerge after the manner of the following generalization: "by the late 1950s and 1960s infantilist fatality had become paranoid surrealism".

The conclusion? "The American novel, unlike the more single-minded novelistic traditions of other countries, is absorptive and plurilistic". Which left me feeling a little like Horatio—if I may rephrase one of his responses to Hamlet—"There needs no Critic my Lord, come from the Dithet States, to tell us this". In fairness, let it be added, that in terms of ideas and suggestive local observations, this is certainly one of the best chapters in the book. Though the style will not be to everyone's taste: think on Mary McCarthy:

> Her facts were less the chunky substance she admired in Balzac or Tolstoy, a Dreiser or Dos Passos, than a kind of mulch, which, like a ferocious lawn-mower, she chewed up from the surrounding countryside and then deposited in a thin but pervasive layer to enrich the growth of her fiction.

Mary McCarthy

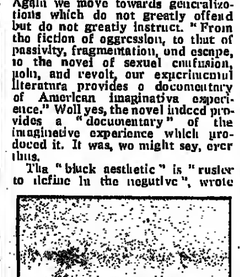
"Southern fiction" is taken on by Lewis Simpson and once again the generalizations are deeply unexceptionable, if not always exactly limpid: "the southern novelist has resisted the effort of the postmodern self to close history in the self by denying its own historical character." Explanation follows, and all the names you would expect to find are here along with comments on the familiar obsession among southern writers with "loneliness" and "grotesques". Rightly, there is a lot about Flannery O'Connor and Walker Percy. Strained attempts at synthesis are in evidence in formulations such as the following:

> Carson McCullers, William Styron, Reynolds Price and Cormac McCarthy. With an calculated, or for that matter, probably no conscious intention of doing so, each one of these novelists suggests a paradoxical but existentially logical resolution of the dilemma of the self in history.

Yes, those dilemmas. Simpson neatly ends by invoking the figure of Sut Lovingood, the creation of the nineteenth-century southern writer, George Harris. For Sut was, indeed, a mythic archetype. "Sut is singularly obedient in a major modern historical imperative: the emancipation of the self, at any cost, from reality from the social to the regressed, without scoming to violate any intrinsic boundaries". Though such a generalization would hardly cover such interesting young experimental Jewish novelists as Jonathan Baumbach.

The section on experimental writing itself (by Josephine Hendin) strikes me as particularly inadequate. The opening proposition: "At the core of the postwar experimental novel is a vision of all relations as power relations" is interesting enough but it is not particularly well developed. Mailer of course is back again, but the chapter is hopelessly inadequate on such important writers as William Gass (a paragraph), Robert Coover, Don DeLillo (a mere mention in passing), Jerome Charyn, and Joseph McElroy. Pynchon finally gets a few pages, but given the level of sophistication achieved in recent Pynchon criticism they seem somewhat naive. Old favourites like John Barth figure in a predictable way (though she manages to get the dots of *The Sot-Weed Factor* wrong by seven years, thus miscreating the development in Barth's work), but in general the chapter tells us little new about what is new in American experimental fiction. Again we move towards generalizations which do not greatly offend but do not greatly instruct. "From the fiction of aggression, to that of passivity, fragmentation, and escape, to the novel of sexual confusion, pain, and revolt, our experimental literature provides a documentary of American imaginative experience." Well yes, the novel indeed provides a "documentary" of the imaginative experience which produced it. It was, we might say, ever thus.

The "black aesthetic" is "rusler to define in the negative", wrote



Saul Bellow

Julian Mayfield, and in his section on black literature Nathan Scott juggles up to and explores, not only the difficulty, but even the questionable wisdom of trying to define a specifically "black" aesthetic. He mentions most of the known black writers, from the obvious Ralph Ellison and James Baldwin, to lesser known writers like Melvin Tolson and Lonne Elder, but in the end he seems to rebel against the task which the crude taxonomy of the volume imposes on him, noting that "there is an insurmountable impropriety involved in the discussion of black American writers under a special rubric reserved for them alone".

It is not all that much better when the elusive and variable rubric of "women's literature" as Elizabeth Janeway's chapter boals out. She establishes a working definition of "women's literature", which excludes, among others, Mary McCarthy and Susan Sontag, the definition she uses being tolerably vague. "It is characteristic of women's literature, then, to be open and rather fluid. . . . Another tendency is a concentration on lived experience . . . the woman writer has to look at 'powerlessness' and so on. Though one generalization does seem to me to hit the mark: "the close involvement of many women writers with their material seems to minimize their interest in form itself." We are reminded of some of the crucial texts—for and against—in the early days of the feminist movement and there is the inevitable discussion about suicide and madness (Plath-Sexton) and the extent to which some women "choose" madness as a gesture of revolt.

There are some neat observations. I had not previously considered the special importance of the telephone in women's writing, for instance. But again, the attempt to gather many disparate writers together ends in extreme dilution. "Generally in women's literature . . . the drive to create a new world of symbols does not separate itself from dalliance." Very generally speaking, that is.

Gerald Weales on drama gives up the attempt to find something that will tie his lot together. Arthur Miller and Tennessee Williams chose themselves, "but for every William Inge there has to be a crowd of Aphra Behns" (!) and Gerald Weales just about throws in the towel. "I am going to have to be very selective—no, arbitrary and arbitrary is what he is. What follows differs little, if at all, from a string of brief theatre reviews. Not invaluable.

I do not propose to attempt any kind of summary of Daniel Hoffman's three long chapters on American poetry since the war. Given the space he has allowed himself, he has the chance to write what is, in effect, a short book which does act as a kind of survey of American poetry in this period. His way of slicing up his material is loose to a degree—"after modernism", "schools of dissidents", "dissidents from schools" —but then, given the variety and idiosyncrasy of American poetry during this period this is hardly surprising.

He starts off by discerning three lines of development—one relatively traditional, drawing on T. S. Eliot; one which continued the impulse of the modernist movement, either from Pound or William Carlos Williams; and a third which is not a line but grouping all those younger poets who "work out a personal aesthetic, an individual style by which to declare independence from all poetry hitherto". But even this minimal degree of topographical clarity gets lost as he finds himself turning from one poet to another who seem to have nothing in common. He himself remarks on the balkanization of contemporary poetry" and the economical leadership of dozens of little groups or cliques, and is moved to remark: "Poetry has become the most private, least accessible of the arts in a mass society in which universal literacy, for most, has offered the gift of tongues to Babel." So we are back to the thinking technique of "Another poet who . . ."

Daniel Hoffman is a good critic and he knows how to write about poems (for instance, there is a fine and sensitive account of Elizabeth Bishop's "At the Fishhouses"). His reading is wide and his sympathies are catholic. But even in the relatively large amount of space he has allotted himself there is the familiar sign of almost rushed compression. He could have used his gifts and knowledge in a different way to better effect—doing more by doing less (Daniel Hoffman modestly does not presume to write about his own poetry—but he gives our attention to an article on his work entitled "A Major Poet"). With such a objectivity he needs hardly fear the possible drawbacks of reticence.) He does manage to remind us of a very large number of interesting poets and to quote from a very wide range of invariably notable poems. But, once again, an attempt to bring it all together results in something less than a platitude: "Although both the poetry of tradition and the poetry of revolt must be poetics of convention, for valid influences is itself a convention and art in any case is never created directly from life." Such an uncharacteristic degree of feebleness suggests that even Hoffman is trying in this ultimately impossible enterprise. *The Harvard Guide to Contemporary American Writing* is not a guide so much as a digest—as in *Readers' Digest*.

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BOOKS

Eponymous hero of a theory

The Economics of David Ricardo
by Samuel Hollander
Heinemann Educational, £19.50
ISBN 0 435 84411 3

It is very fashionable now in economics to distinguish between Keynesian economics and the economics of J. M. Keynes. Similar distinctions have been, and are being, proposed for Adam Smith, Marx, Marshall, Walras, and I guess could be proposed for practically any other economist picked at random. When economists speak of Ricardian or Walrasian economics they do not mean necessarily what Ricardo or Walras actually wrote, said or believed. These questions are matters for learned, scholarly historians of economic thought, those anxious to "set the record straight", to defend reputations and prevent the illegitimate rewriting of history which is such a common feature of economics. No, Walrasian or Ricardian economics will mean taking a set of assumptions, constructing a model and making predictions. The assumptions chosen may be loosely in the spirit of Ricardo or Walras but this is not important. For today's economists it is the type of model and the insight that it gives that is important and not whether the adjective is appropriate.

Some years ago, Professor Hollander set himself the immense and daunting task of writing a series of studies on the major English classical economists. I may add that he is one of the few scholars alive today qualified to undertake such a task. He has already given us Adam Smith and now presents David Ricardo and offers us for the future volumes on Marx, Mill and Malthus. Historians of economics are already very much in debt to him and will be increasingly mortgaged in the future. This new work on Ricardo is truly a compendium; both a thorough examination of the original texts and a commentary on the commentators.

Outsiders may ask why economists are still worrying about Ricardo who, after all, did die in 1823. Is it just a matter of historical scholarship? Of course it is not. Interest in Ricardian economics is widespread and has its origins in political affiliations as much as economic reasoning. Briefly, many left-wing economists today reject the general equilibrium (neo-classical) approach in which all factor and commodity prices and quantities are simultaneously determined as the equilibrium solution to a set of simultaneous equations. Rather, they argue that distribution and value are separate sequential processes. This latter is the Marx-Sraffa approach and Ricardo is usually deemed also to be in the camp. Thus to the extent to which a rejection of marginal, neo-classicism is a return to classical models of analysis, Ricardo returns to the hall of fame from whence he had been banished—by Keynes, for example.

Many a central theme of Hollander's book—indeed perhaps the central theme—is that most of the building blocks used in "Ricardian economics" cannot ultimately be ascribed to Ricardo. Or rather that any simple statement describing Ricardo's views on, for example, the determinants of population increase and labour supply; the use of the one-sector (corn) model; the inverse relationship between the wage rate and the profit rate; the impossibility of general gluts; are all very complicated issues in Ricardo and "if" and "but" contain most abound. There is a nice question to be asked about how we do decide what a particular writer actually did assume in the end; many would use George Stigler's principle of scientific exegesis but Hollander advocates the use of the principle of personal exegesis. In his own words: "If . . . the historian is concerned with what the author in question 'really believed' then the criterion will be which of the various alternative interpretations best suit what is known of the man's style."

The way in which Professor Hollander unfolds his story is admirable. He begins with an introductory section, of 96 pages, on value and distribution and macroanalysis before Ricardo. In particular he emphasizes the elements of continuity between Smith and Ricardo rather than the popular view of Ricardo's reaction against Smith. He plays down the newness of Ricardo's deductive methodology as compared with Smith. If there be a "Ricardian vice" then Ricardo was not its instigator.

After the introductory sections, the main components of value and distribution are laid out. Among key points to note are: first Hollander's insistence that we clearly distinguish the analysis of the *Essay on Profits* (1815) from that of the *Principles* (1817) and that we reject the "corn model". Here he stands in contrast to the Sraffa-Dobb interpretation; second, the important discussions in Ricardo of allocation mechanism; and, third, a rejection of the view that Ricardo (implicitly) held an exploitation theory of profit income.

Next comes the "macro" analysis, the saving/investment mechanism, money, banking and trade and an overall approval looking particularly at explanations of the post-Napoleonic war depression. In these chapters, on the whole, I find less of a gap between Hollander and the existing interpretations of Ricardo's position on these issues.

Finally, we have Ricardo and economic policy; general theory and poor law policy; and the "corn law issue". Hollander makes it clear that any interpretation painting Ricardo as "an apologist for the oligarchical classes" is well wide of the mark. Nor can allegations of anti-working class bias be sustained. Here was a Member of Parliament for a pocket borough who championed parliamentary reform; a landlord who advocated an end to protection; a fund holder who proposed a capital levy to reduce the burden of wartime debts!

We are grateful to Sam Hollander for his great contribution to Ricardian studies. This book is a must—it is not for the mere tyro—all serious students neglect it at their peril.

Bernard Corry

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Travelling in Benthamite circles

The Philosophic Radicals: nine studies in theory and practice 1817-1841
by William Thomas
Clarendon Press: Oxford University Press, £15.00
ISBN 0 19 822490 7

When Elie Halévy wrote his justly important study, *La Formation du radicalisme philosophique*, he cast his net wide and saw the origins of philosophic radicalism not only in Benthamism but in the whole history of English and Scottish liberal thought. Thomas's aim here is much narrower: his interest is in that group of radicals who in the 1820s and 1830s adopted the philosophic approach to politics and who were in some way associated with Jeremy Bentham and James Mill. These radicals were united by their method and, loosely, by their philosophy, but in much else they were divided and their differences are as interesting as what they had in common. This book is therefore offered not as a comprehensive monograph on philosophic radicalism but as a collection of essays into the topic.

The terms "Benthamism" and "Utilitarian" are deliberately eschewed; instead, by taking J. S. Mill's phrase "philosophic radicals" the author avoids both the need to define that slippery catch-all word "radicalism" and the necessity of justifying his selection of radicals.

Appropriately, the book opens with a sketch of Bentham and his circle. At the end the reader is invited to "Ford Abbey in Somerset, 1817", along with Samuel Romilly, James Mill and Francis Place, to meet the idiosyncratic Bentham. Then, from theory to practice, we are offered a study of radical Westminster and the by-election of 1819 following Romilly's suicide. Here the delicate relationship of Whig and radical—a theme which runs through many of the nine studies—is observed in action, and the limpitude of doctrinaire radicalism is exemplified by Hobhouse's candidature. The book's subtitle, drawn from James Mill's notion of politics, underlines one of Thomas's main conclusions, that philosophic theory, especially when held by close followers of James Mill, is scarcely the best preparation for a practical career in politics.

The remaining seven studies focus on the personalities of James Mill, John Stuart Mill, J. A. Roebuck, Joseph Parkes, Albany Fonblanque, Lord Durham and George Grote. In no sense are these biographical essays; indeed one might have wished for more personal information. Rather, these men are pegs on which are hung approaches to the general subject of philosophic radicalism. Hence James Mill is used to set out the philosophic theory of politics, derived mainly from the *History of British India* and the *Essay on Government* (incorporating material previously published by Thomas on these works); while John Mill is used to show the problems which this narrow creed caused in a mind sensitive to other influences; and Fonblanque illustrates the problems of the radical press as its consortism increased in the later 1830s.

Each study contains illuminating insights, which read separately or in sequence will be stimulating. The chapter on J. S. Mill very usefully takes the reader away from the Autobiography with its rationalized account of Mill's crisis of confidence in Benthamism and instead uses more contemporary writings to suggest Mill's state of mind as he wrote a sketch of Bentham and his circle. At the end the reader is invited to "Joseph Parkes in Santander 1817", along with Samuel Romilly, James Mill and Francis Place, to meet the idiosyncratic Bentham. Then, from theory to practice, we are offered a study of radical Westminster and the by-election of 1819 following Romilly's suicide. Here the delicate relationship of Whig and radical—a theme which runs through many

Shrewd judgments and neat turns of phrase make this a delightful and stimulating book. Some sentences are agrammatic: "Poor men can afford ideals, but they need rich men to turn them into causes." Others may be considered a little below the belt: "From the start the Westminster was ponderous and turgid . . . many a modern academic journal, especially in the social sciences, could trace its ancestry to the *Westminster*".

While most of the revisions of orthodoxy read persuasively, some will no doubt be questioned. For example, in an excellent section on Chartism as seen "from the other side" in the chapter on Grote and the ballot, it is sufficient simply to attribute the failure of the Leeds Parliamentary Reform Association and the Complete Suffrage Union to "League sabotage"? Should not something have been attributed to the consequences for provincial radicalism of the growth of a class-centred, hostility between a bourgeoisie enrolled in the political nation in 1832 and a working class excluded by the Reform Act? The provincial dimension is weak; but then these philosophic radicals (including Parkes) were most at home in London.

As a study of London radicalism, as seen from the clubs, the reviews and Parliament, this book is of great value, and should be associated less with Halévy's work than with Norman Gash's Reaction and *Reconstruction in English Politics*, for if one theme unites all these essays it is the quest for an explanation of the defeat in the 1830s of those radicals who had once believed that a new world could be created consequent upon their enunciation of the correct political philosophy.

Edward Royle

Edward Royle lectures in history at the University of York.

Tory cries of hear! hear!

Economic Doctrine and Tory Liberalism 1824-1830
by Barry Gordon
Macmillan, £15.00
ISBN 0 333 21919 8

Dr Gordon's study of the economic policies of a band of doctrinaire and sectarian Tories tells us about the origins of those familiar Tory practices, of reduction in state expenditure, maintenance of an overvalued exchange rate and response to a recession and industrial restructuring by deliberate deflation. These policies produced results—economic crises and social unrest—but not a procedure desirable to repeat.

Dr Gordon's modest aim is to describe the intellectual context of public economic discussion in the seven years 1824 to 1830, and he restricts his focus almost entirely to parliamentary debates. The result is a useful guide to the views of MPs and economic pundits on many of the major issues of the day—tariff reform, central policy, trade union reform, Ireland, new technology, poor relief, monetary policy and economic recession. An understanding of those issues is essential to a full appreciation of the social and political history of the period, and Gordon's book is a welcome addition to the limited number of studies which make it possible to bring the history of economic thought into that wider setting.

Useful though it is, however, the book's purely descriptive approach both assumes and misses too much. Eschewing the study of personalities, power politics, and the social consequences of ideas as outside "the immediate province of the historian of ideas", Gordon simply accepts the spoken or written word at face value. Speeches in Parliament are assumed to have had an influence and importance which even a cursory examination of some of the correspondence of the period would have thrown into question. Robert Torrens, for instance, is realised here with a "prestigious intervention" in the debates on the export of machinery, just when his contemporary Francis Place reported him talking "like a silly old woman". Worse still, on a later occasion (in 1833, admittedly outside Gordon's period) Macaulay recorded that "the other day Colonel Torrens made a tipsy speech about rent and profits, and then staggered away, tumbled down a staircase and was sick as a dog in the Long Gallery".

Without analysis, the simple description of debate also misses the interaction between ideas and politics. Thus Gordon is surprised at Parliament's giving a quiet passage to the bill to repeal the Combination Laws, despite the misgivings of sections of the business community. But the correspondence between Francis Place and Joseph Hume at the time reveals that the bill was strategically planned to pass in the shadow of the much more popular proposal to repeal the laws against the emigration of artisans.

Even at the purely intellectual level, some very misleading connexions are drawn. It will not do to lump the Cambridge inductivism of Richard Jones and William Whewell together with the Oxford natural theology of W. F. Lloyd and Arnold Toynbee; nor to lump all of these together with the sympathizers of Michael Sadler.

Gordon's survey supplies the material for an interpretation of the significance of political economy in the history of the period; for interpretation itself, however, the student must look elsewhere, to studies such as Boyd Hilton's pioneering *Corn Cash Commerce*. To explain the rationale of Tory governments' commitment to the salutary consequences of monetarism, bankruptcy, and technological unemployment is as essential to an understanding of the 1820s as the 1980s.

Maxine Berg

Maxine Berg lectures in economic history at Warwick University.

The Question of Palestine

EDWARD W. SAID

'At once angry and scrupulously intricate, Said tease out the narrative strategies, the retellings of history, the writing of new fictions which were necessary to enable "Palestine" to be removed from the atlas and "Israel" to take its place there. His book brings into question the most fundamental credentials of Zionism . . . it does deserve to be read as a grave disinfectant analysis of the way in which people can shape the world to the mould of their own seemingly most disinterested ideals, and wreak a great deal of human damage in the process. . . . Its strength as a book lies in the extraordinary range of detail with which Said surrounds that idea. . . . Even if it had no other significance, *The Question of Palestine* would be a brilliant demonstration of how the techniques of literary criticism can be rewardingly applied to the world outside literature'.—Jonathan Rohan, *Sunday Times*.

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BOOKS

Aristocracy under pressure

Aristocracy and the People: Britain, 1815-1865
by Norman Gash
Edward Arnold, £12.00 and £5.25
ISBN 0 71316 159 8 and 169 4

Authors of textbooks can reveal much about themselves by their choice of titles. Professor Gash concentrates in his readable, useful and supremely tidy new book more on a set of relationships than a range of processes.

Yet he has his own notions of historical specificity, considering "the success of the aristocracy and gentry in retaining both the substance of their traditional power and the social deference of other influential classes" as the (his definite article) "feature of British history in the first half of the nineteenth century".

It would be unfair, however, to generalize that Professor Gash's version of history is therefore history with the "improvement" left out, as Macaulay, for example, is left out. He acknowledges change, but only as necessary, often astute, adaptation on the part of the "authorities". His book focuses on their acts and judgements, but without seeking to gloss over their (occasional) blunders. Cubden is always made to sound subversive, and Carlyle, mentioned only twice, is kept very firmly in his place. Much of the drama goes with the prophecy. It is doubtless a valuable corrective to much popular history to have it stated categorically that "it is a historical distortion to think solely in terms of individual reformers battling alone . . . against a hostile or indifferent world". Yet it must be somewhat dispiriting to chart rivulets and never to acknowledge tides. We trace "improvement" very warily through the attitudes of the "authorities" listening to the voices of magistrates as much as to the deliberations of cabinets, and to the utterances of clergymen as much as to those of politicians.

Events, too, lose some of their drama. "It was because Peterloo was uncharacteristic that it achieved notoriety." "Divorced from its contemporary context and analysed dispassionately, the Reform Act represented no more than a clumsy but vigorous hacking at the old structure to make it a roughly more acceptable shape." "It is only the verbal substitution of 'the Charter' for the more familiar 'parliamentary reform' that hides the fundamental continuity between 1816-20 and 1837-42." "For Peel the Corn Laws had become part of the 'constitution of England' question. Their repeal, as he said more than once during the Corn Law debates, was the most conservative act of his life." The real difficulties for Professor Gash came not in the socially troubled 1840s but in the politically messy 1850s; and as he moves through his chosen period Professor Gash is in obvious sympathy with Grenville's confession of February 1855 that for the first time in his life he was seriously alarmed at the state of public affairs. Fortunately, with the comfort of hindsight Professor Gash can evaluate correctly: "It had been a crisis of confidence, not a movement of revolution; and the crisis soon passed".

Given his approach, Professor Gash's choice of dates is not without its interest. A historian primarily concerned with change would have had to start before 1815—in 1812, perhaps, or earlier—and would certainly have concluded not with the death of Palmerston in 1865 but with the Reform Act of 1867. "We are breaking with the old generation" Bright wrote in 1865—Professor Gash adds the adverb "grimly" after "wrote" and also comments. "Most educated Englishmen felt the same; but they were not all so confident of the future as John Bright".

What is missing most from this textbook is the kind of history that some historians, though perhaps only a minority, find fascinating—the history of tastes, of buildings and objects, of creative achievement. There is a curiously un-Victorian ring to the whole story. We are offered less of a portrait of an age than an inventory of its social and political preoccupations. Professor Gash touches on the reasons why he falls back on this essentially defensive approach in his introduction. "The literary tradition is almost invariably stronger than the historical." His answer is to leave the literary almost on one side—at least an advance on the old way of compartmentalizing it in one chapter. Both his index (incomplete in its references to people mentioned in his text) and his bibliography emphasize his quite deliberate selectivities. He invites his readers not to explore but to be as supremely tidy as he is.

Asa Briggs

Lord Briggs is Provost of Worcester College, Oxford.

How Cromwell treated the Scots

Cromwellian Scotland 1651-1660
by F. D. Daw
John Donald, £15.00
ISBN 0 85976 049 9

Nothing in the Great Rebellion presents a more striking contrast than the treatment that Scotland and Ireland received from the victorious Commonwealth. There were of course good reasons. The Irish had helped to precipitate the Civil War by rising in bloody rebellion, whereas the Scots had helped to win the war for the English Parliament. Yet that alliance had barely survived the fighting, and in 1648 and again in 1651 Scottish armies invaded England to restore the king—their king as well as England's. After Cromwell had annihilated the second of these armies at Worcester, the Commonwealth's first intention was to treat Scotland as a conquered country and simply to annexe her.

That intention changed within three months of Cromwell's return to Westminster to a scheme for political union, and Dr Dow is surely right in seeing Cromwell's hand in it. Her title, *Cromwellian Scotland*, is justified because although Cromwell was actually head of state for less than five years at which point the core of Anglo-Scottish policy bears his stamp.

Let it be said at once that this is an excellent book. It is densely packed and bears some of the austerity of its parent thesis, but Dr Dow's scholarship is close and exact, her judgment shrewd and fair, and she covers much fresh ground. With this fine study following upon David Stevenson's two volumes, *The Scottish Revolution, 1637-44* and *Revolution in Scotland, 1644-1651*, Scotland's tangled history throughout the revolutionary years is satisfactorily charted at last.

Fair though she is, it would not be hard to guess that the author is a Scot, and it is indeed a positive advantage to have the story told by someone naturally attuned to Scottish attitudes and loyalties and knowledgeable about Scottish institutions, traditions and topography. But whereas she can write of the preparations for implementing the union as "a take-over bid by the English", a Sassenach is perhaps more conscious of the way his forebears viewed those recent Scottish invasions, and still more the continuing danger that Scotland presented as a centre of royalist activity, and the bitter divisions among the Scots themselves.

The natural anomalies indeed between Malignants and Presbyterians, Resolutioners and Protesters, would probably have made peaceful self-rule well-nigh impossible even if the English had not been moved by reasons of security to keep a strong presence in Scottish government. Yet apart from dedicated royalists the main opponents of union were the ministers of the kirk, and their strongest objection was that it would bring religious toleration with it. When representatives of the shires and burghs were summoned to consider the Commonwealth's Tender of Incorporation, 70 out of 89 constituencies registered their assent and only three positively opposed it. Dr Dow seems more surprised than I am that some constituencies were positively enthusiastic for union.

The resultant regime brought several benefits besides the widely unwelcome one of liberty of conscience. They included peace and order, a sustained attempt to provide even-handed justice, and the freeing of the rural tenantry from heavy feudal and feudal jurisdiction. Moreover the English sought genuinely and increasingly to involve Scotsmen in the government of their country, in the judiciary, the sheriffdoms, the newly constituted commission of the peace, the Scottish council (from 1654), and to a small extent in the Parliaments of the Protectorate.

To their credit they were not deterred in this by the protracted royalist movement known as Glencairn's Rising, which here receives much its best account. Cromwell's elevation as Protector hastened the continuing process whereby Scottish rule was transferred (though never wholly) from a military to a civilian basis. After his death, however, Scottish administration began to suffer from the general blight that the restored Rump brought with it, and as the Restoration approached the Scottish nobility richly resumed their dominant role in politics. If the majority of Scotsmen had been granted the prophetic power to compare their lot under the restored monarchy with what it had been under Cromwell, they would not have welcomed the return of Charles II as they did.

Austin Woolrych

Austin Woolrych is professor of history in the University of Lancaster.

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The roots of conflict

The State in Northern Ireland, 1921-72: political forces and social classes
by Peter Bew, Peter Gibbon and Henry Patterson
Manchester University Press, £8.50
ISBN 0 7190 0744 5

Culture and Anarchy in Ireland, 1890-1939
by F. S. L. Lyons
Clarendon Press: Oxford University Press, £6.95
ISBN 0 19 222493 1

It is often said that Irish historical study has suffered from too much emphasis on purely political history at the expense of cultural and social history, and explorations of these neglected fields are—on the face of it—welcome. Bew, Gibbon and Patterson apply the Marxist concept of the state to Northern Ireland, and are the first academics to use Marxist methodology in the Irish context since E. Strauss's *Irish Nationalism and British Democracy*, first published in 1951. Lyons, in his Ford Lectures, takes as his theme the pluralist nature of Irish culture, which he defines as the experience of different groups in Ireland whose members have shared a recognizably common way of life, a subject which, he notes, is still in its infancy.

There would appear to be common ground here, since any study of Northern Ireland quickly brings its author into contact with different, and often warring, groups of people. But, if these two books are to be taken as representative of the Marxist and non-Marxist schools of thought, the gap between them is very wide. Lyons seeks to deduce a pattern from his material. Bew et al attempt to impose a prearranged system on theirs. Lyons is faithful to the historical muse while Bew et al handle her roughly.

Still, any challenge to received opinions can only do good in this myth-ridden historiography of Ireland. If the historian is prepared to grapple with verbiose sentences, barbarous words (like "disunify" for "divide"), and a functional style, he will learn much from this important, if flawed, book. The authors analyse the varieties of Ulster Unionism, the relationships between the social classes that make up what they call the Protestant bloc, and the way in which these relationships shaped the character and institutions of the Northern Ireland state. Theirs is a pertinent comment on the assumption that Ulster Unionism was an instant manifestation of Protestant solidarity in the face of nationalist threat, and the recently released Northern Ireland Government archives enable them to plot the complex style of Unionist government in its endeavours—successful until recent times—to maintain Protestant unity in the face of occasional working-class temptation to support Labour movements.

But the book's originality and value are marred, not only by its didactic tone, but by the authors' determination to press their case far beyond the evidence. They dismiss Unionist objections to Irish nationalism as irrelevant; in particular, they discount entirely Dublin's role in the creation and sustaining of Ulster Unionist bogeymen, and ignore the Catholic and Gaelic tone of nationalist policy. Here, one must turn to Lyons for enlightenment. Even if Dublin's behaviour only provided an "excuse" for the Belfast bourgeoisie to cling to power, it is important to understand why she "excuse" could be used so effectively for over 50 years.

Similarly, Bew *et al* describe Catholic objections to Northern Ireland as merely the product of "a specific conjuncture of events". The evidence for this is a single reference to the activities of the Belfast Catholic Recruiting Committee, set up to investigate the possibility of recruiting Catholics into the Special Constabulary. The nature of Northern Ireland Catholic nationalism, the plentiful evidence of their deep-rooted aversion to Protestant police, their dismay at the partition of Ireland, which left them at the mercy of their traditional enemies, are all set aside. Again, Lyons must be consulted for an understanding of the conflict of identity that lies at the heart of Irish politics. Ideologues themselves, Bew and his colleagues yet deny the role of ideology in the actions of others.

The result is that they begin by trying to explain Ulster Unionism, and end by explaining it away. They fail to answer, or even to ask, the questions which Lyons considers: why and for what ends did Ulster Unionists want power to the fists place? If they sought power purely for their own selfish ends, the question still remains: Why could these ends not be realized in a different way, in a united Home Rule or Dominion Ireland? After all, Arthur Griffith's Sinn Féin movement sought the inclusion of the Ulster business classes in a self-governing Ireland, and Belfast, not Dublin, was Griffith's ideal Irish city. To have accepted this role would have enabled Belfast businessmen to maintain their dominance in Ulster with the like of William Martin Murphy, the Dublin newspaper baron, whose hostility to the trade unions is illustrative civic was bitter.

These deficiencies exist because in this kind of "scientific" analysis, the evidence is made to fit the theory, not the theory the evidence. And the theory itself is far less scientific in construction. The authors use the terms "nation", "bourgeoisie" and "ruling class" without saying precisely what they mean. And can Lloyd George or Tom Jones be lumped into the generic term "British ruling class"? Would it not have been simpler, and more accurate, to call these members of the government, or even just Welshmen?

Lyons's use of such terms as "Presbyterian" and "Anglo-Irish" cultures also lacks precision. Do all Presbyterians think and behave alike, are they all serious people, caring for education, practising thrift and Godliness? What is needed for a full understanding of Ulster society is a series of local studies like that of Rosemary Harris in her *Prejudice and Tolerance in Ulster*, which gets behind generalizations about the masses, the ruling class and the like, and examines the ideas, the folkmemories, the assumptions, yes, and the religious and social prejudices of real people.

Harris proved that the sociological method can throw light on the problems created by a people's history; and it is a pity that Bew et al become so tangled up in their methodology that parts of their book, and especially their concluding section, border on self-parody. One thinks it is tempting to say with relief—to Lyons's fluent prose. Lyons has undertaken the more difficult task for cultural historians stray dangerously near to that most clamorous of disciplines, literary criticism. As befits the biographer of W. B. Yeats, however, Lyons shows that, whenever some social scientists are lost, not all historians have abandoned language and literature to its fate. He writes with confidence and insight, handles Irish and Anglo-Irish novels and poetry alike with a sureness of touch, and shows how Irishmen, of whatever origin, looked at their world and sought to make sense of it in an age of unprecedented social, economic and political change. His generalizations are not always convincing, but he succeeds in delineating the various, bold beliefs that have shaped modern Ireland.

Lyons explains why Irishmen, and especially Ulstermen, do not see their divisions in class terms. Bew and his colleagues seek to explain this, but they discount the cultural background to human behaviour. Perhaps because of the emphasis placed on written courses in the Open University system, this book is outstanding for clarity and for the care taken to lead the reader through the logical progression of research findings. Less than fifty years have elapsed since the first scientific field studies of primitive peoples were carried out. The authors trace the origin of modern field studies to Carpenter's Gourneh (1934) on the Bedouin, and ecology of the Rowley Mines of Panguna. Over the following years, increasingly sophisticated field investigations and sophisticated laboratory studies have combined to yield an impressive array of data and a fair set of theoretical principles. In *Social Behaviour in Primates*, Nell Chalmers reviews some of the most important areas of research, paying special attention to methodological aspects. His own research experience, covering both field studies and laboratory projects focused on specific research problems, has placed him in good stead to review the overall picture generated from information derived from the separate sources. The book deals in turn with the basic organization of primate social groups, their internal relationships, infant development, sexual behaviour, social dominance, and the vexed questions of the adaptiveness of primate behaviour and its relevance to the origins of human behaviour. All of the fundamental issues of concern to those conducting research into primate behaviour are at least mentioned and a number of special topics, such as those of primate tool-use and acquisition of "language" by great apes, are briefly reviewed.

The comprehensive coverage, allied with Chalmers's careful attention to definition of terms and lucid explanation of research methods, makes the book very useful as an undergraduate text. The bibliography is up to date and well selected, and includes most of the key papers currently requisite for background reading. There are a few minor shortcomings, or in the failure to discuss adequately the problems of genetic control of behaviour and in the over-concentration on Old World monkeys and apes with scant attention to New World monkeys and prosimians; but these to some extent reflect the stated aim of the book is that of providing a guide to major concepts in the study of primate behaviour rather than giving an exhaustive review of the topic. Chalmers has generally succeeded in his task. Above the undergraduate level, the book is also a useful reference source for those topics which are dealt with most comprehensively; namely, developmental aspects of social behaviour, primate sexual behaviour, and the manifestations of social dominance. In all of these areas, Chalmers effectively reviews different approaches and the current consensus views.

The study of primate social behaviour has now reached a phase of considerable interest, in that the largely descriptive field studies and somewhat disconnected laboratory studies of earlier years are gradually becoming refined to yield a genuinely synthetic theoretical framework. This framework is emerging because of a variety of relatively recent developments, such as: increased attention to quantification both in the field and in the laboratory; the execution of problem-oriented field studies; consideration of "reproductive strategies" and their relationship to both individual and kin selection; increased emphasis on feeding behaviour and its relationship to overall energetic budgets; and the integration of behavioural observations with physiological studies of various kinds. In *Social Behaviour in Primates* Chalmers quotes examples illustrating all of these trends, but it is clear that there is an overall synthesis, despite the identification of individual theoretical advances. It is perhaps too early to expect a proper synthetic treatment of primate social behaviour, and we may have to wait a few more years for this. But this book, along with a number of others published in recent years, at least points us in the right direction.

R. D. Martin

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Dr Boyce lectures in political theory and government at University College, Swansea.

BOOKS

All-frequency light machine

Cosmic Landscape: voyages back along the photon's track
by Michael Rowan-Robinson
Oxford University Press, £4.95
ISBN 0 19 857553 X

As a result of biological evolution, the human eye is well-matched to the terrestrial landscape. Sunlight is plentiful, and the air is often transparent enough for us to see to great distances. Any object of substance or consequence for us can easily be discerned. It might be assumed that the same would be true for the cosmic landscape. Certainly most of astronomy until the late 1950s was carried out in ignorance of the possibilities that wavebands other than visible light might offer.

There was, of course, little choice in the matter, as our atmosphere is opaque to most of those wavebands and suitable detectors were not yet available. The past twenty years, however, have seen the new wavelengths opened up with the advent of space travel and sophisticated electronic systems. We now realize that significant fractions of the universe are more or less invisible to optical astronomy. For example, some regions are obscured by surrounding clouds that can only be penetrated at infrared wavelengths, whereas others (perhaps even including most of the universe) are so hot that their energy is radiated as X-rays.

To understand the new landscape that is being constantly revealed in ever-increasing detail we need to add our eyes and brains with an "all-frequency light machine". This idea is introduced early in Michael Rowan-Robinson's book to convey the unity of the electromagnetic spectrum; that radio, microwave, infrared, visible, ultraviolet, X and gamma-radiations are all manifestations of the same phenomenon, light. In six excellent chapters we are taken on voyages back along the photon's track to view the universe through each of these wavelength bands.

The visible sky is seen to be remarkable in that it is completely dominated by our nearest star, the sun, and secondly by the moon. At X-ray wavelengths, however, the moon is virtually invisible and there are cosmic sources that appear brighter than the sun. A similar situation arises with low frequency radio waves. Only when the sun is at the peak of its surface activity, such as during this year, does it rival the rest of the sky, and then only for minutes and hours at a time. The casual stargazer notes that the sky appears more or less unchanged with time, apart from a few shooting stars, or the motions of the moon and planets. At other wavelengths the universe appears as a firework display of eruptions and explosions. Some of these are of a magnitude such that in one hour as much radiation is released as is generated by our sun in all its lifetime—all from within an area of a similar size to the orbit of the earth about the sun.

The time is right for a review of these discoveries and Michael Rowan-Robinson has done a splendid job. At Queen Mary College London, he is researching several of these wavelength bands himself. The book is written with a style and economy which conveys an interesting story, and yet at the same time gets the facts right—with a few minor exceptions. The reader need have no previous knowledge of astronomy, or even science, and yet can have travelled the "length and breadth" of the universe after reading only 140 pages.

One notable omission from *Cosmic Landscape* is pictures. This is not a serious defect for there are many beautifully illustrated (and often badly worded) books on modern astronomy to be found in most bookshops. Few "invisible" objects can anyway be illustrated in a manner which is both accurate and yet allows easy interpretation. The voyages discussed in the book may well stimulate the imagination into providing more graphic illustration than might have arisen from artwork.

Many of the best non-mathematical science books tend to be either for children, or are texts written for non-science majors in United States colleges. *Cosmic Landscape* may, with a few BBC publications that come to mind, help to make scientific knowledge a little more acceptable to a wider range of people in this country. I certainly hope that it finds many readers.

A. C. Fabian

A. C. Fabian is at the Institute of Astronomy, University of Cambridge.

The most common way of using a divining rod—a forked hazel branch, fifteenth-century engraving taken from Divining, by Christopher Bird, published by Macdonald and Jeoc's at £12.95.

Guide to primate behaviour

Social Behaviour in Primates
by Nell Chalmers
Edward Arnold, £6.50
ISBN 0 7131 2771 6

The Contemporary Biology series published by Edward Arnold already has an established reputation, based on some thirty titles covering a wide range of biological subjects. Several have become widely adopted as textbooks to accompany university courses, such as Aubrey Manning's *Introduction to Animal Behaviour*, C. H. Tyndale-Biscoe's *Life of Marsupials* and John Cloudsley-Thompson's *Rhythms and the Biology of Arid Lands*. This latest addition to the series, *Social Behaviour in Primates*, by Nell Chalmers of the Open University—is a worthy contender. Volumes for these titles and the sequel promise as a potential source for university courses concerned either with primate behaviour in general or with the biological background to human behaviour. Perhaps because of the emphasis placed on written course-work in the Open University system, this book is outstanding for clarity and for the care taken to lead the reader through the logical progression of research findings. Less than fifty years have elapsed since the first scientific field studies of primates were carried out. The authors trace the origin of modern field studies to Carpenter's Gourneh (1934) on the Bedouin, and ecology of the Bowler Mines of Panguna. Over the following years, increasingly sophisticated field investigations and sophisticated laboratory studies have combined to yield an impressive array of data and a fair set of theoretical principles. In *Social Behaviour in Primates*, Nell Chalmers reviews some of the most important areas of research, paying special attention to methodological aspects. His own research experience, covering both field studies and laboratory projects focused on specific research problems, has placed him in good stead to review the overall picture generated from information derived from the separate sources. The book deals in turn with the basic organization of primate social groups, their internal relationships, infant development, sexual behaviour, social dominance, and the vexed questions of the adaptiveness of primate behaviour and its relevance to the origins of human behaviour. All of the fundamental issues of concern to those conducting research into primate behaviour are at least mentioned and a number of special topics, such as those of primate tool-use and acquisition of "language" by great apes, are briefly reviewed.

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Pleistocene paradise

The Ecology and Conservation of Large African Mammals
by S. K. Eltringham
Macmillan, £15
ISBN 0 333 23580 0

The scientific study of large African mammals has a very recent history. Until 25 years ago, these spectacular animals had hardly a scientific paper in their credit, although their heads were hung in profusion everywhere as hunters' trophies. It is to the permanent shame of British zoologists that they neglected for so long to explore this rich evolutionary diversity that lay at their doorstep in colonial Africa.

There were a few pioneers, of course, like C. A. W. Guggisberg in Kenya, a medical epidemiologist who devoted his outdoor activities to the study of lions. It was not until well after the last war, however, that research on the ecology and behaviour of the large terrestrial mammals really gained momentum. A major contribution to this new work was initiated by the establishment of the Nuffield Unit of Tropical Animal Ecology in Uganda in 1960. Dr Eltringham was the director of this unit during the second five years of its existence. He has now written a book that is among the first to bring together our knowledge of Africa's pleistocene paradise.

Eltringham's book is written as a textbook for undergraduates but he also had in mind the value of making the book of interest to those with a more cursory contact with African habitats. Accordingly, it is written with a pleasant directness, lack of jargon, and very humour. There is a strong emphasis on the life-histories of animals—for example, on aspects of their social life and techniques of food-getting that underlie their ecology. Eltringham loses no opportunity to dispel false or exaggerated notions about the interactions of animals. This I regard as particularly appropriate for an introductory text for African students because most of them have been brought up in towns and villages where they have never seen any of the large wild mammals and, perhaps contrary to general supposition, have very little knowledge of them.

Equally valuable is the author's ability to draw on his own research in the field. He is a pilot as well as a biologist and uses his experience to explain with great clarity the techniques of wildlife research, including sampling surveys and the counting of animals from the air. The interpretation of the information gained carries the conviction of participation.

There are some stumbling blocks. One is hung on page two where the reader is confronted by a large table that classifies the Ferrungulata (a taxon with its super-orders of systematic convenience not much used by ordinary people). In the sequel the author does not use it himself, however, and refers (on page 121) to the Capriano (sheep and goats) and Bovinae (cattle) as tribes when these categories are, in fact, sub-families. A few minor blemishes have escaped correction. To call both the mating season and the calving season the "breeding season" is confusing. Most artiodactyls are not monoestrous but are polyoestrous (it is simply that they usually conceive at the first heat and so do not exhibit another). The word "fertile" is used in an unnecessarily restricted sense; female mammals can be *fertile* even though they are only intermittently in a state to actually conceive. It is not correct that copulation is most likely to lead to conception if performed after ovulation. The optimum time for insemination is well before ovulation.

Far more important than criticism of particulars, however, is to emphasize the contribution that the book will make to the training of African ecologists (and others elsewhere) and the conservation of the African fauna. These two objectives are inseparable, as the recent waves of poaching in Kenya and Uganda have shown. Well-managed reserves linked with wildlife research are an essential but fragile asset. Despotism and war have undone two decades of careful advance in Uganda, but the damage can be repaired. The security of Africa's great beasts lies in education.

Peter Jewell

Peter Jewell is professor of the physiology of reproduction in the University of Cambridge.

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BOOKS

The need for freedom to operate

Mate and Stalemate: working with marital problems in a social services department
by Janet Mattinson and Ian Sinclair
Blackwell, £9.00
ISBN 0 631 11821 7

Growing Up in Care
by Barbara Kahan
Blackwell, £12.00 and £3.95
ISBN 0 631 12171 4 and 12161 7

Creative Social Work
edited by David Brandon and Bill Jordan
Blackwell, £9.00 and £3.25
ISBN 0 631 11831 4 and 11841 1

Children, Grief and Social Work
by Gill Lonsdale, Peter Elfer and Rod Ballard
Blackwell, £9.00 and £3.25
ISBN 0 631 12191 9 and 12181 1

Social work academics frequently meet two forms of criticism. Within the senior common rooms, sociologism jeers at social work's lack of theory, while outside, directors of social service departments complain that courses are too theoretical and not geared to practice.

Jean Packman and Bill Jordan have now initiated a series of books, entitled "The Practice of Social Work", weighted towards the description of practice not theory. The first four volumes reviewed here differ from each other in form and content. *Mate and Stalemate* by Janet Mattinson and Ian Sinclair narrates a three-year action project. A private agency, the Institute of Marital Studies, placed several of its caseworkers in a local authority with the objective of enabling its social workers to cope with the marital problems of clients. Using therapeutic techniques drawn from psychoanalytic teaching, they worked with 68 cases.

The second volume, *Growing Up in Care*, is by Barbara Kahan who was head of a children's department before it was taken over by the social service department. She called together 10 people who had spent substantial parts of their lives in public care, and over a number of discussions, they air their views on life in foster and children's homes.

Creative Social Work is a collection of essays drawn together by David Brandon and Bill Jordan. Concerned that the stereotype of a social worker is of a "reasonable, dull, smiling sponge", they attempt to demonstrate that social work can be exciting and creative. The subjects of the 10 contributions include work with delinquents, deprived children, prisoners, and the mentally ill. All are well written and combine humour with seriousness, humility with confidence.

The fourth book, *Children, Grief and Social Work*, has three sections. Gill Lonsdale describes her work with parents facing the births and deaths of handicapped children, then Peter Elfer pinpoints the stresses of a family when a child has leukaemia, and Rod Ballard writes about the birth of his own Down's syndrome child.

If this series is to promote good practice, social workers will want to know whether these studies show social work to be of any use. If so, consideration has then to be given to how the social services can be best organized in order to facilitate such work. Over the past five years, social work's usefulness has been subjected to savage attacks. On the surface *Mate and Stalemate* will be a gift for the critics. It tends to use that jargon which so annoys outsiders and some of the interventions of behaviour will raise guffaws as well as eyebrows. Thus a client who knocks over a fire extinguisher sees it "as the psychological equivalent of a grenade hung up on purpose by the department to injure its clients". More important, the study fails to produce any statistical evidence to show any improvement occurred in the cases studied; marriages that were improved, children not brought into care, families functioning better.

Instead, it concludes lamely, "As for the outcome, it must already be clear that we cannot write about 'cure' . . . we believe we helped some of them to become less destructive. . . . Such changes did not necessarily mean that our clients stayed together". None the less, the detailed studies do throw light on the mechanics of family disharmony, and these social workers must be commended for accepting those most difficult and worrying cases which other professions have not only failed to help but which they have tended to reject.

The accounts of those who had been brought up in care throw up many instances of traumas, and some examples of unnecessary suffering, but the consensus of *Growing Up in Care* is one of gratitude to social work. The children recognized the drawbacks of institutional care, yet still one boy took away a piece of the wall as a remembrance, and a girl who had many harries grew up to say: "I've great pride in pointing out that's where I used to live." They all shared the confidence that they could depend on the child care officers, that they would always be found a home, and they valued officers who stood by them over many years. In times of change and turbulence, the children's department gave them some sense of security.

The papers in the other two books tell a different story. Some are frankly depressing, concerning social workers who battle against overwhelming odds in the inner city, are frustrated by bureaucratic madness or are foiled by entrenched attitudes. These social workers, let alone their clients, must wonder if social work is worth while. Fortunately, other papers sparkle with hope and achievement. In *Creative Social Work* Noel Davies tells how he managed, against all the odds, to move patients out of a mental hospital and into the community. Within a large social services department, Gwen James succeeded in carving out a special unit to concentrate on children in long-term care. She then used her own house to take children in during crises and found homes for the delinquent, the aggressive, the emotionally ill and so on. In *Children, Grief and Social Work*, social workers are seen offering sensitive help to stricken and grieving parents.

From these books three features associated with good practice can be identified. First, workers in these cases were allowed to *specialize*. Those who had been brought up in care related to officers who had built up expertise in child care, not ones whose duties were spread thinly over a wide range of clients. Second, the creative social workers either won for themselves, or were given the freedom to operate, to develop their own skills and ideas. Noel Davies comments that his past was shared between two departments so that neither drew him into their bureaucracies. Consequently, he was free to concentrate on his objectives. Third, these social workers experienced a closeness with their clients. In contrast to the detached professionalism once popular in social work many of these workers were geographically and emotionally close to their clients. They saw and knew them outside of the office and hence were more fitted to help.

If the social services are to encourage the positive social work lauded by Packman and Jordan, then they must promote specialization, freedom to operate and closeness to clients: no easy task for mammoth social service departments with universal duties, problems of bureaucracy and limited resources. However specialization is possible under the generic umbrella as Gwen James shows in her contribution, and the signs are that some departments are moving in this direction. Giving social workers freedom to develop and to grow close to their clients is harder to achieve. My own experience suggests that the best chance occurs when social workers function in small geographical areas and live near or on their patch.

Robert Holman

Robert Holman is a community social worker with the Church of England Children's Society and was formerly professor of social administration at Bristol University.

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Who reads a social policy yearbook?

The Year Book of Social Policy in Britain 1978
edited by Muriel Brown and Sally Baldwin
Routledge & Kegan Paul, £11.95
ISBN 0 7100 0394 3

1978 was not an easy year. Indeed, as the editors of this yearbook acknowledge, it was "positively dreary". A tail-end Labour Government struggled in deepening economic gloom. In the social policy field, reviews, inquiries and reports appeared on the market—the fruit of more vigorous initiatives in somewhat brighter days. The fate of their recommendations was, as a consequence, more than usually uncertain.

The selection reappraised in this publication is a fair cross section. The DHSS review of the Supplementary Benefits system, the work of the Royal Commission on the Distribution of Income and Wealth, the sobering events at Normansfield Hospital were of more than passing importance.

The emergent themes are significant. Unemployment has returned unequivocally to the centre of the stage, of academic attention, along with a genuine concern to relate policy to wider issues, while seeking to rescue social policy from its subservience to economic management. Yet partly for reasons alluded to already, the dominant feeling is one of all-pervasive foreboding. As Frank Field and Chris Pond are right in their close packed argument that poverty is primarily a problem of low pay, it augers ill for the poor in a period of economic contraction and inflation.

John Brown's disturbing discussion of the inquiry into Normansfield Hospital for the mentally handicapped provokes uncomfortable presentiments of a different kind. A comparison with Richard Crossman's comments on the Ely Hospital affair a decade ago produces a sense of *déjà vu*, and a chastening realization that nothing has happened to make one confident such incidents will not recur in a service which has such low priority politically.

Planning, priorities, selectivity, rationing and nil-growth are the words reverberating around the staff rooms and committee tables of social service departments. The contributions by June Stevenson and Algie, looking back over the 10 years since the publication of the Seebohm report, both derive their impetus from the end of a period of expansion. Yet, for all the talks of cuts, social workers are only just getting to grips with the implications of the end of a decade, the first half of which saw a phenomenal 60 per cent growth in real expenditure. The realization has dawned that this is not a bad dream from which tomorrow we will awake. Algie's chapter is, for my money, the best in the book. He explores the relation between the overall allocation of resources to the personal social services ("strategic priorities") and their implementation in day-to-day service delivery ("operational priorities"). In so doing he identifies the important and fascinating variations that have occurred between departments. The topic he lays on the heart of social policy and this paper will be useful to anyone concerned with resource allocation between central and local government.

The other paper with implications considerably beyond its immediate frame of reference is David Bull's detailed account of the experiment in open government which accompanied the publication of *Social Assistance*. The essay raises a series of questions about the future of open government, the possible shift of social service departments to a less resort safety net role, and the sustaining of the precarious balance between creative and proportional justice.

But who reads a Yearbook of *Social Policy*? More important, who is in touch with the issues under debate? If my quiz of 25 postgraduate social work students is anything to go by, the answer is disconcerting. The majority of topics in this book were more or less beyond their knowledge. Most knew about the Seebohm Report and the Youth Opportunities Programme (the subject, incidentally, of a disappointing contribution) a third of them had heard about Normansfield, and rather fewer had some idea about Community Development Projects and the review of Supplementary Benefits. On the other matters dealt with in these pages, an almost complete ignorance reigned.

What conclusions one draws from this I am not sure. Lack of knowledge obviously cannot be equated with lack of significance. Yet perhaps it does point to the need for a more detailed attempt to debate the issues with less bit an eye for academic posterity. That, and a cheaper format, would help ensure a more enduring acquaintance with the important matters presented in these annual volumes.

J. P. Martin

J. P. Martin is professor of social administration at the University of Southampton.

Doing time

British Prisons
by Mike Fitzgerald and Joe Sim
Blackwell, £9.00 and £2.95
ISBN 0 631 11211 1 and 11201 4

When the May Committee was set up to examine the United Kingdom prison system in November 1976 the authors of this book decided on a pre-emptive strike—a "critical introduction" to British prisons providing an alternative view to that of official accounts such as Radzinowicz and the *Prisoner*. Written in six weeks, *British Prisons* in the main in 150 pages it attempts to present a systematic, if sometimes disorganized account of prison systems in England and Wales, and Scotland. Although Scottish material is included, the distinction between the two systems is not always clear, and occasionally Scottish developments are given in such a way as to appear to relate to England.

The main chapters are on the organization of the prison, subjective accounts of what it is like to be a prisoner; continuous social control; staff and what is called "the politics of imprisonment". The book begins, however, by claiming the "crisis" in the prisons. This is seen to derive from the official devotion to security, attempts of the Prison Officers' Association to gain power and status, poor physical conditions and the increasing emphasis on security. Finally it argues that the system essentially serves the interests by defining as crimes acts which tend to be committed by "marginal working-class offenders".

The book is strongest on the more subjective aspects of imprisonment, partly because of its extensive use of individual examples. In this instance, the story of an Open University student who apparently suffered from a long series of serious decisions about his opportunities for study. However, as he is told, and as the rest of the story is told, and as it is throughout, investigation is needed. An ideal case for the ombudsman perhaps?

The authors are much less sure in their use of statistics. Sometimes they are simply wrong or important matters. For example, on page 134, they maintain that the rate of adult male prisoners discharged from prisons in England and Wales in 1973 were released within two years. However, the correct figure was 49 per cent. Elsewhere their error seems to have resulted from incorrectly combining two percentages. They are also prone to draw inferences from data which cannot really be used to support their conclusions: for example, they use the changing proportions of men entering prisons with short sentences to infer that alternatives to prison are ineffective. This is not strictly correct, it would require knowledge of events outside the prison system, and also knowledge of the distribution of sentence lengths among those imprisoned.

It is difficult to produce a description of the system from the rest without and inevitably minor errors to creep in. For example, prisoners do not need the governor's permission to see the Board of Visitors, although they strictly have to apply to call witnesses in disciplinary proceedings the Home Office's guidelines on procedure (1973) specifies quite clearly that witnesses who are potentially relevant evidence should be called. Similarly it is not the accused to be able to question the reporting officer on his statement or other matters. Failures to observe occurred in the past, but actions after the riot at Hull showed why some findings should be questioned; the general principle still correct.

A cocoise and up-to-date review of the system was certainly needed, but this book is unlikely to please administrators and prison officers. Its targets are mainly elsewhere, while its sympathies are chosen, but it contains too many errors to be used without checking elsewhere, and its tone is too heavily coloured by laws, policies and practices which are not necessarily misguided, but are restricted by economic constraints. If they are not entirely discouraged it will be because in presenting such a realistic picture of social work in social services departments Malcolm Payne has taken a basically optimistic view, choosing to see constraints as opportunities.

This recurrent theme, one of vital importance for all social workers to consider. No amount of wishful thinking can eradicate the power, authority and responsibility vested in them, particularly if they work in government agencies. Payne seeks to help them understand the nature of these features of their role and the freedom for manoeuvre which they possess in practice; often, he suggests, far greater than they imagine.

In the first part of the book he discusses social work's position in social services departments. He is helpful when considering the contrasting perspectives of social work and welfare, the practice of social work through statutory responsibilities and community loyalty. The chapters dealing with large organizations and local government are much less satisfactory, being somewhat superficial and repetitive. Definitive assertions are made without supporting evidence and in a prescriptive tone that is, in varying degrees, unfortunately characteristic of the entire book. Case illustrations are few in number, a significant deficiency in a work that is so concerned with promoting good practice.

Apart from a short concluding section reviewing the main themes, the remainder of the book is about practising social work in social services departments. This strays in some chapters into no more than a truncated and scrappy description of how the author thinks social work should be done, without much reference to the organizational context. It becomes much better when issues such as teamwork and specialization are discussed, and there is a particularly interesting chapter on crisis and emergencies, the latter rarely included in social work texts.

Stylistically the book is somewhat clumsy and not always easy to follow, particularly in the earlier chapters. There is a notable improvement in those chapters where the author appears to be dealing with material that is more familiar to him, through personal experience. Overall he has probably attempted to cover too much ground for one book but he has nevertheless succeeded in producing an interesting and at times provocative text. Amid the gloom that seems to pervade social work nowadays his cautious optimism is a welcome tonic.

John Haines

John Haines is a social work education adviser for the Central Council for Education and Training in Social Work.

BOOKS

Knocking things down

Beyond the Bulldozer
by Ken Coates and Richard Silburn
Nottingham University Department of Adult Education, £1.95
ISBN 0 902031 43 0

In 1976 Coates and Silburn returned to St Ann's, the Nottingham inner city district where, with a group of adult students, they had carried out their research on poverty and other issues in the late 1960s. The old St Ann's—a mixture of slum housing, cobbled streets, shops, factories and workshops—had been due for comprehensive renewal by the council, and the subject of the new study is the redevelopment.

This small book is a useful account of the process and its consequences. It describes the frequent changes in plans; it shows how bewildering the process was for most local residents, and how little influence they had over what was done. But its main interest is in the effects of redevelopment on family and community life.

Of the re-interviewed families (141 out of the earlier sample of about 400), most had moved out of the district. About a quarter were living in the redeveloped St Ann's, a few of them in their former homes. Some of the others lived in other central areas not far off. Over half had been rehoused in one or other of the large peripheral council estates. An obvious question is why so few people still lived in the district. One explanation is that the density was greatly reduced by the redevelopment. The intention was to reduce the population to not much more than a third of what it was, and this was achieved: 3,500 compared with nearly 10,000 before. But, quite apart from this necessary overspill, a sizeable proportion of the residents had not wanted to stay anyway.

One of the biggest doubts that had been expressed about redevelopment was its effect on kinship ties. In introducing their findings, Coates and Silburn devote some attention to the study carried out by Michael Young and myself in the mid-1950s and reported in *Family and Kinship in East London*.

The conclusion of that book, as they report, was that the planning activities of the local authorities were damaging family and community life in inner city districts like Bethnal Green—and, by extension, St Ann's. The surprise of this new study is that the proportion of former St Ann's residents who had relatives living nearby rose from just over half in 1968 to four fifths in 1976. Contact was correspondingly greater as well, so that "among the 1976 re-housed sample there are now many more, rather than fewer, family contacts than there had been in the wider sample we spoke with ten years before".

Part of the explanation lies in the fact that St Ann's had already greatly deteriorated when the earlier studies were carried out. As Coates and Silburn say: "By the early 1960s, and indeed well before then, St Ann's had fallen into an unhappy state . . . both in the physical sense of continuous decay, and in the social sense of a diminishing reputation and status."

It is clear too that the local authority, as the major owner of residential property in Nottingham, has played a crucial part in strengthening the extended family. Some people had earlier moved out of St Ann's to council estates and when others were given the opportunity of rehousing, many of them chose to follow their relatives. Even when vacancies were not immediately available people were, through exchanges, often able to move near to relatives at a later stage. Thus the existence of a sizeable stock of local authority housing (which will be reduced by the current policy of council house sales) can make it easier, rather than more difficult, for people to live near their kin if they wish to do so. In this sense *Beyond the Bulldozer* overturns one of the conclusions of *Family and Kinship in East London*.

Two qualifications need to be added. It may well be that a large stock of council housing can be used in the beneficent way described in a city the size of Nottingham; it seems unlikely that extended families can be re-formed with such ease in a large conurbation like Liverpool or London. The second qualification is that the old St Ann's had gone too far downhill to allow a sensitive and sympathetic reconstruction of the district. Though this book comes up with very different findings from what might have been expected, it also suggests that communities might have been saved—in inner areas all over Britain—if the message from Bethnal Green had been heeded in time.

Peter Willmott

Peter Willmott is director of the Centre for Environmental Studies in London.

Prescribing for the health service

Health Care—principles and management
by Gwyn Bevan, Harold Copeman, John Perrin and Rachel Rosser
Croom Helm, £16.95
ISBN 0 7099 0093 7

The authors' aim is to suggest ways of enabling realistic and responsible decisions to be taken for achieving the effective use of resources for health care. Given their impeccable pedigree such ambitious claims are not necessarily misplaced. But are they successful? What are the benefits of the book for the potential reader likely to outweigh its fairly hefty cost?

The book has emerged in part from a research study for the Royal Commission on the NHS and one can detect the influence that it had on some of the commission's findings. Certainly the early chapters provide a lucid, detailed and readable description of the NHS in terms of its history and current organization. It is comprehensive in so far as it examines decision-making about resource allocation all the way from Cabinet decisions on the overall level of public expenditure down to decisions by individual clinicians. The latter end of this spectrum is handled better than the former. To be told that "it is a very big task to assemble information which can lead to informed judgments by the Chancellor of the Cabinet" is hardly revealing. While it may be unfair to take a single quotation out of context, it none the less gives a flavour of the rather bland discussion at this level. Nevertheless there early chapters provide a wealth of information and insight for the student of the NHS.

In the second half the diagnosis of the ills of the NHS is good on the whole, with detailed examination of the pressures on resources, the problems of planning priorities and the issue of alternative financing (with the authors voting for the present system). On regional resource allocation Working Party reports have played a crucial part in strengthening the extended family. Some people had earlier moved out of St Ann's to council estates and when others were given the opportunity of rehousing, many of them chose to follow their relatives. Even when vacancies were not immediately available people were, through exchanges, often able to move near to relatives at a later stage. Thus the existence of a sizeable stock of local authority housing (which will be reduced by the current policy of council house sales) can make it easier, rather than more difficult, for people to live near their kin if they wish to do so. In this sense *Beyond the Bulldozer* overturns one of the conclusions of *Family and Kinship in East London*.

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Peter Willmott

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Cautionary tale for social workers

Power, Authority and Responsibility in Social Services: social work in teams
by Malcolm Payne
Macmillan, £5.50
ISBN 0 333 26586 6

Writing its relatively short life social work has managed to earn for itself a reputation for being, among other things, a soft option as a career. Disgruntled social workers who see it in those terms would do well to read this book before pursuing their claims further. They will be amazed at the complexity of organizational factors in which they will be required to operate, alarmed at the range of responsibility they will assume and depressed at the realization that what they saw as a simple matter of blue person helping yellow in need is now so heavily qualified by laws, policies and procedures and so restricted by economic constraints. If they are not entirely discouraged it will be because in presenting such a realistic picture of social work in social services departments Malcolm Payne has taken a basically optimistic view, choosing to see constraints as opportunities.

This recurrent theme, one of vital importance for all social workers to consider. No amount of wishful thinking can eradicate the power, authority and responsibility vested in them, particularly if they work in government agencies. Payne seeks to help them understand the nature of these features of their role and the freedom for manoeuvre which they possess in practice; often, he suggests, far greater than they imagine.

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John Haines

John Haines is a social work education adviser for the Central Council for Education and Training in Social Work.

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TAVISTOCK

BOOKS

Back to the workhouse?

Health in Danger: the crisis in the National Health Service
by David Widgery
Macmillan, £2.95
ISBN 0 333 23178 3

Power and Responsibility in Health Care: the National Health Service as a political institution
by W. J. M. Mackenzie
Oxford University Press for Nuffield Provincial Hospitals Trust, £4.75
ISBN 0 19 721222 0

The NHS: your money or your life
by Lesley Garner
Penguin, £1.25
ISBN 0 14 022153 0

The National Health Service is rarely out of the news and is increasingly seen by commentators as approaching a "crisis" in the delivery of health care. Disputes over salaries and demarcation, complaints about too much bureaucracy and too many administrators, fears about the cuts in public expenditure, the ideological symbolism of pay beds, are all common themes. The three works considered here tackle such topics, and sufficient time has elapsed since the 1974 reorganization of health services for the authors also to gauge the effect of that major change upon health care. There are, however, considerable differences in the perspectives, style and arguments employed.

David Widgery is a general practitioner in East London and in *Health in Danger* he launches a swingeing attack on recent cuts in the health service. The 1974 reorganization, he argues, has done little to alter the compromise that was reached with vested interests, especially the doctors, in the establishment of the NHS over 30 years ago. This compromise and the continuing power of the doctors has meant that the inequality of health care throughout the country has not altered since the NHS was created to eradicate such inequality. The recent cuts have exacerbated this problem and marked a return to the standards of care associated with the Poor Law and the workhouse that formed the basis of health care for the poor in the last century.

Such an argument is not new, nor is his reiteration of the socialist principles that good health care is a right and that potential recipients should be treated free at the point of delivery and treated equally on the basis of need. Widgery then argues, however, that as other initiatives have failed to achieve these objectives they can best be assured by trade union activity within the NHS. Various campaigns against the cuts in London and the trade union contribution are discussed, but at no point is it considered that the hospital workers who he sees as essential to restore the dignity of patients and the humanity of the NHS may adopt tactics that deny these attributes.

Trade unions, as distinct from professional activity and the field of industrial relations can no longer be left out of discussions of the NHS as they were until recently. The difficulty with Widgery's approach is that he narrows the debate to consider change from within the NHS but then fails to analyse the political process whereby the NHS operates. This, however, is the focus of W. J. M. Mackenzie in *Power and Responsibility in the Health Service*.

W. J. M. Mackenzie, for many years professor of politics at Manchester University, presents his analysis in the form of a series of questions—what is a patient? what is a doctor? what is a nurse? what is a hospital? what is the government? At first glance such questions appear rather strange to ask after the NHS has been running for over 30 years with apparently no difficulty in providing appropriate answers. They can also appear irrelevant to the types of problems mentioned earlier and the type of argument employed by David Widgery. Professor Mackenzie's point, however, is that as there is a crisis it is essential to introduce a political science perspective to the problems of the NHS and that this can only proceed by starting from the basic questions.

The result is a work that draws on the contributions of health economists, medical sociologists, organization theorists and Professor Mackenzie's own experience and enables the reader to begin to grasp the political complexity of providing health care in Britain. The work is intended as "a conceptual analytical study rather than a practical one" but the quality of the insights is such that debate over practical problems will be better informed. None the less, while the political process is analysed—how and why health-care decisions are made and come to be implemented—there is a considerable amount of descriptive material about issues in the NHS that it is not possible to consider. Many of these are discussed in Lesley Garner's study *The NHS: your money or your life*.

The starting point for her analysis is the apparent inevitability of growing demand for, and limited supply of, health care—a problem that is not unique to Britain. There is a useful discussion of what is understood by "health" and "choice" and the problem of inequality of facilities is taken much further than in Widgery's book, with careful consideration given to the distribution of resources between and within regions and between different medical specialisms. As in the other two books the 1974 reorganization is seen as being unsuccessful and like David Widgery, Lesley Garner suggests prescription for change and improvement—although the emphasis is on public participation and preventive medicine rather than trade union activity. At times, however, there is a tendency to state the obvious—that different groups such as doctors and trade unionists have different philosophies—without taking the discussion further. Nevertheless, the book provides a comprehensive and balanced introduction to the problems faced by the NHS although she also fails, like David Widgery, to consider the political process of health care.

It will probably be Professor Mackenzie's work, in spite of his declared aim to the contrary, that makes the biggest impact in providing necessary insights for understanding and solving the problems they discuss.

John Brown

John Brown lectures in social administration at York University.

America's bill of health

The Therapeutic Revolution: essays in the social history of American medicine
edited by M. J. Vogel and C. E. Rosenberg
University of Pennsylvania Press, £13.90
ISBN 0 8122 7773 2

These are paradoxical times for medicine. The last decade or so, which has seen major and spectacular developments in such techniques as organ transplantation, diagnostic scanning, foetal monitoring and joint replacements, has also been a time of sustained debate about the value of much of modern medicine. Questions have been raised about the efficacy of many contemporary treatments, about the contribution of medicine towards improvements in the health of population, and about the commensurability of the benefits flowing from the vast investments made by developed countries in medical care. Questions such as these have usually been cast in narrow, functionalist terms, ignoring the symbiotic relationship between medicine and society that has influenced its history and will shape its future.

This collection of essays offers a partial correction to this slow of medicine. Written by American historians, the essays describe the evolution of various aspects of American medicine from about the middle of the last century to the present day. They are a mixed bunch. The opening essay, by C.E. Rosenberg, traces the changing relationship between doctor and patient in the wake of the increasingly esoteric and (from the patient's point of view) obscure criteria by which the doctor assesses the patient's progress. A parallel is drawn between the reductionist tendencies in medicine and the fragmentation of personal and community relationships in society.

Then come three essays about the interplay, from about 1875 to 1925, between clinical medicine and three of the basic sciences on which it draws: biochemistry, physiology and bacteriology. R. E. Kohler argues that the development of biochemistry in America resulted as much from the patronage of the medical schools and hospitals as it did from the intellectual output of the subject. G. L. Geison suggests that physiology became integrated in the medical curriculum not because of the established contributions it made to clinical medicine, which was, in the health of the people, but rather for the aura of scientific authority that it conferred on medicine. A similar point is made by R. C. Maulitz in hypothesising that bacteriology was pivotal in the history of medicine not only through its substantive contributions, but also through its infusion of the ideology of science into medical practice.

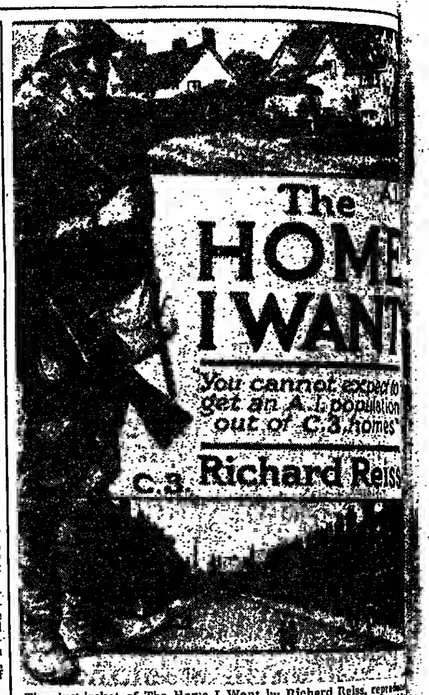
Two essays examine the susceptibility of different forms of institutional care to contemporary social and political pressures. G. M. Grob rejects the orthodox polarization of the mental asylum into the temple of therapeutic progress or the repressive agent of social control, and argues instead that the asylum has filled a variety of needs in response to a plurality of social definitions of mental illness. M. J. Vogel traces the tension in the nineteenth-century municipal hospitals between the physicians, who wished to establish their excellence in clinical medicine, and the political power of immigrant groups with their alternative definitions of need. It was, he suggests, a creative tension that benefited both groups of protagonists.

Three further essays explore the influence of social values and mores on specialized aspects of health care. R. L. Numbers traces the attitudes of the American medical profession towards the development of health insurance; J. Reed documents the dependency of medical attitudes towards contraception upon the social values rather than the scientific standards of physicians; and J. W. James writes about the struggle of nurses in the 1930s to establish professional standards in an occupational environment that has afforded women little authority.

In the final essay, E. D. Pellegrino analyses the paradox of modern medicine by arguing that its distinguishing characteristic is not its superior rationality but its scientific epistemology. Judged by the positivist canons of scientific evidence, contemporary medicine scores high in effectiveness; but in terms of the heuristic dimensions of care, sustenance and reassurance it is in danger of losing its way. As Pellegrino puts it, "we seek to be priests, prophets, and technicians, but we are in danger of preparing a future generation of physicians out of tune with the requirements of critical moral discourse". This book offers some grounds for believing that the future of medicine, like its past, will be inextricably intertwined with the social, political and moral expectations that society has of it.

J. R. Butler

John Butler is assistant director of Kent University's Health Services Research Unit.



The dust-jacket of The Home I Want by Richard Reiss, reprinted in John Burnett's A Social History of Housing 1815-1970, now available as a paperback (Methuen, £5.95).

Enjoining the professional

Usable Knowledge: social science and social problem solving
by Charles E. Lindblom and David K. Cohen
Yale University Press, £7.20 and £2.85
ISBN 0 300 02335 9 and 02336 7

What contribution does social science have to make to the solution of social problems and the formulation of social policy? The vogue for policy studies, British or European Brookings, and pressure for "relevance" on the Social Science Research Council all suggest a widespread belief that social science is of great value to policy-makers. Charles Lindblom, of Yale, and David K. Cohen, of Harvard, deflate such optimism.

One of the most useful features of their elegant 100-page essay is the definition of their subject as "professional social inquiry" (PSI). This is wider than academic social science, including policy-relevant research work carried out in government, independent institutes and commercial firms. Such researchers (to be found in Britain in the Social Research Association) share a common social science methodology, but not necessarily either the disciplinary focus or the theoretical interests of the applied sociologist or economist.

The practitioners of PSI (this jarring abbreviation is used throughout the book) are said by Lindblom and Cohen to hold that social problem-solving is a scientific activity based on a rational, intellectual process of investigation. Rigorous and authoritative value-free analysis of problems using social science methods is superior to the vagaries of the political process or more hit-and-run methods of decision-making in government bureaucracies. The bulk of the essay is then a sustained attack on such an Olympian view of the role of policy analysis.

Usable Knowledge contrasts PSI with other forms of knowledge available to the policy-maker—ordinary knowledge, social learning; interactive problem-solving. As one would expect from Lindblom, there is considerable emphasis on the nature of decision-making as a process of mutual adjustment, interaction and analysis as methods of social problem-solving are in some time competitive with complementary to each other. the authors argue, places too en emphasis on analysis and its own authoritativeness; a grandiose Imperialistic claim.

Lindblom and Cohen's most thoughtful and far from dogmatic exploring in chapter six of alternative models of the policy research in policy-making. The overall argument, however, unconvincing. Their picture of omniscient, olympian, practitioner PSI is a straw man constructed for polemical purposes.

Certainly some policy research overstrets their potential influence but few can be unaware of powerful constraints which may thwart their efforts. Cohen has "its own metaphysics, its own traditions and taboos", ignorance and authoritarianism is common in the literature that cautious informed research writers such as Morris Janowitz, Carol Weiss, Martin Rein and David Cohen himself is under an an educational research and policy. They have emphasised the frequency of a "social support" model of the influence of research, and highlighted its role in providing more informed and rationalized understandings of problems for decision-makers. The theme for decision-makers. The of values cannot be long whatever. Olympian prescriptions "policy science" may say to the contrary.

For Britain, the thesis of Lindblom and Cohen is needed still further afield. British policy makers, politicians and administrators are less receptive to social science than their American counterparts, side of economics, there are a few British examples of major influence. To a much extent, our policy research still frightens a tough British Westminster and Whitehall beard and resists serious this battle is won, the research policy researchers themselves and their wares seem particularly unconvincing in the context.

Martin Bulmer

Martin Bulmer is lecturer in administration at the London School of Economics.

BOOKS

Welfare and human rights

The Sociology of Welfare: social policy stratification and political order
by Graham Room
Martin Robertson, £15.00 and £4.95
ISBN 0 631 10471 2 and 10481 X

Poverty, Politics and Policy: Britain in the 1960s
by Keith G. Banting
Macmillan, £12.00
ISBN 0 333 23324 7

As academia and the welfare state crumble there is added poignancy in these two books which chart academic and social democratic attempts in the 1960s to promote rational and humane social change. Both books conclude that the social democratic view of society underestimated the difficulties of arousing altruistic social behaviour. Politicians failed to educate public opinion and mobilize support for change, while civil servants and welfare professionals played a major part in frustrating the actual policies: to adopt Weber's phrase they lived off, rather than for, social policy.

In fact, a reappraisal of the 1960s is only a minor outcome of Dr Room's over-ambitious project. He aims at nothing less than the formulation, refinement and empirical testing of, first the three major competing perspectives on societal change, and then their associated versions of social policy: the liberal view that the state has only a residual role in underpinning the market; the Marxist critique of social policy as a mystification of the relations of exploitation, and an attempt to damp down the impulse for change; and the social democratic view (of, roughly, the Fabians, Marshall, Titmuss and his students, and Halsey) which lays emphasis on society as a "needs" rather than a cash nexus, and on social policy as a process of rational learning and growth through the establishment of social and "citizenship" rights which lead to increased moral integration. Dr Room attempts to test these three perspectives using writings as empirical examples drawn from the 1960s: poverty and social security, the reorganization of the National Health Service, the Seebohm unification of the personal social services, property rights and social values in housing policy, and positive discrimination in education.

He anticipates criticisms that his "ideal types" may oversimplify complex and hotly-fought debates (for example on "immiseration", "embourgeoisement", "stagflation" and national variation). But he suggests that if the various ideological perspectives claim global validity, any contrary evidence, however localized, will provide a refutation. Nevertheless, the canvas is too large, and though he stitches anxiously ("as we said on page . . .", "we return to this point on page . . ."), he cannot altogether sustain the sequence and cover up the joins.

Professor Kelsey's enthusiastic forward to the book places Dr Room firmly on the shoulders of T. H. Marshall, yet this association seems integral to a certain weakness in Dr Room's analysis. True, he realizes that Marshall was at least partly wrong. Citizenship rights of a largely symbolic kind may sustain the possibility of material inequality by being given only to those like the working class, blacks, women and the poor, who cannot fully exercise them; the rich, after all, don't need such rights. But Dr Room shares Marshall's propensity to write philosophically about policy in a way which draws attention away from the difficult questions: what are the less visible, latent or unintended consequences of policy, its functions, implementation and impact? Whereto does "policy" actually reside? Why or what "learns" from policy failure?

Dr Banting, in contrast, examines more closely and convincingly the processes of policy-making, and implementation. Through interviews with academics, politicians and civil servants, and material from the Crossman diaries, he puts the politics back into social policy.

Taking three policy areas (housing regulation through the 1965 Rent Act, child benefits and, like Room, the Educational Priority Areas), he asks how problems are raised and defined, where policy innovations come from, and how they are shaped and limited. He shows that in the middle 1960s, before governments had data-gathering units, academics such as Professors Donnison, Townsend and Abel-Smith, and Halsey, played a key role in bringing adequate knowledge of the scale of social problems to the attention of the government and the public, and in formulating new policy suggestions. However, intellectuals were more effective where politicians and civil servants were taken unawares by a problem, and where academic proposals jibed with market rationality and demanded no redistribution of cash or provision of services.

Conversely, intellectuals had less impact when politicians and civil servants already had ideas and preferences, where innovation demanded a change in Civil Service powers or procedures, and where service professionals had a vested interest. Once again the research highlights the presence within the Labour Party of politicians who espouse market rationality and selectivity via means tests. The discussion of positive discrimination in education reveals how an attempt to strengthen a citizenship right was "altered to death" by the DES, the local authorities and the teachers so that it became school buildings, rather than a more participatory educational programme.

Banting follows Holl *et al* in suggesting that Government is increasingly producing its own data as a defence, thus leaving academics less power in reveal service inadequacies, raise public expectations and challenge service priorities. He notes a change of climate from civil servants like Derek Morrell to Sir Herbert Andrew, from social engineering to hostility against sociological research seen as "just ideology" or "a lot of third-class words".

These books raise major questions to which we will probably never get wholly satisfactory answers. Dr Room confesses from time to time that a non-Marxist (or perhaps bounded pluralist?) hypothesis—that politicians and civil servants ultimately tend to work in the interests of the rich and powerful—is "plausible". But his analysis cannot get close enough to see any coordinating capitalist puppet strings. Dr Banting, on the other hand, from a much closer view perceives mainly local interest groups, ideologies, and a degree of haphazard, non-rational and self-interested incompetence. Yet there are enough occasions when politicians, civil servants and professionals jerk in unison against the interests of the poor to show that real social change would demand a more thorough-going reform of government than the Labour Party has yet contemplated.

Dennis Marsden

Dennis Marsden is reader in sociology at Essex University.

This will only hurt a little bit

Planning for Welfare: social policy and the expenditure process
edited by Timothy Booth
Blackwell, £10.00 and £3.95
ISBN 0 631 19560 2 and 11571 4

All the essays in this book were written in the context of the early years of public expenditure retrenchment and must treat this as a relatively new and important dimension of resource allocation and social policy formation. It is a measure of how quickly and effectively the present Government has put public expenditure cuts at the top of the agenda therefore, that while many of the arguments presented are pertinent (and some apparently prescient), others are already out of date. If social policy becomes increasingly the allocation of cuts rather than of resources, then much new work will need to be done, but this book represents a very good start.

Mr Booth has compiled a series of essays which trace policy making and expenditure decisions as inseparable processes. It is not entirely fair, as he claims, that the study of social policy has concentrated on the demand side of the welfare equation, but these essays which give emphasis to budgetary decisions are welcome route the less. The essays take as exemplar the personal social services, but the book is best read (and intended to be read) as about resources decisions in policy making in general. However, the use of the personal social services as a model works well and provides a unifying theme for the first six essays, which cover public expenditure nationally; the Public Expenditure Survey Committee; central/local government relations; the budgetary process at local authority level; policy making at the level of social services departments; and the allocation of social work time and other resources by social work teams.

It is often difficult to assess the contribution of the editor of a collection of essays, but Booth in his organization of these six chapters has done the editor's job with exemplary skill. It is a pity therefore, that the second part of the book, entitled "New Developments in the Planning of the Personal Social Services", lacks the same coherence. Interesting as these three chapters are, they give the appearance of makeweights. It is ironic also that two of the new developments discussed may be among the first redundancies of the new regime: the attempt by the DHSS at national planning for local authority social services (discussed by Booth himself), and joint care planning between health and personal social services which may fall victim of the abolition of area health authorities.

The third chapter in this section is a valuable account of attempts at programme budgeting in the DHSS. It gains in immediacy from being written by one involved in the exercise.

Naturally themes recur throughout the essays. Judge, in his chapter on central/local government relations makes much of the constant tension that must exist between local autonomy and the claims of territorial justice. He is surely right in eluding this out as a key problem in central government's attempts to cajole and control local authorities' resource allocation decisions through the rate support grant, loan sanctions, exhortation, and control over consumer charges. No doubt he would now want to add a postscript about Mr Heseltine's Local Government, Planning and Land Bill.

The general point that emerges most persistently from these essays, and specifically from the chapters on PESC and on DHSS attempts at national planning, is that a good many of the instruments upon which we have relied in the past for planning resource allocation in social policy are either redundant or wholly unsuited to the present economic climate of opinion. The PESC system was formulated (and introduced) at a time of relative economic and political stability and loses much of its efficiency at least as far as social policies are concerned if these continue to bear the brunt of expenditure cuts. Likewise, in today's volatile economic climate, 10-year plans for health and personal social services (as attempted in 1962 and 1972) and even three-year plans as attempted at present, seem almost Utopian.

These essays make clear how much the assumptions upon which policy formulation is based at present must change.

John Edwards

John Edwards is lecturer in social policy, department of sociology, Bedford College, London.

Heinemann

The Good City
A Study of Urban Development and Policy in Britain
DAVID DONNISON with PAUL SOTO
Much has been written about the problems of the inner city and its suburbs. But can these problems be solved by urban policies? If so, what would the 'good' city be like? And could we create more cities of this kind? This book considers the policy implications of different patterns of urban development in Britain.
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DAVID J. SMITH
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NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Chairs

Dr John Buchnan Harris, senior lecturer in experimental neurophysiology in the University of Newcastle-upon-Tyne and visiting associate research professor of the University of California, has been appointed to the Action Research Fund chair of experimental neurology.

Dr Richard S. J. Clarke, reader at the Queen's University, Belfast, has been appointed to the personal chair in clinical anaesthetics at the same university.

Dr John J. Rooney, reader in chemistry at the Queen's University, Belfast, has been promoted to personal chair in catalytic chemistry in the same university.

Forthcoming events

"Currents", an event organized by the Royal College of Art school of industrial design and automotive design will show current student work and a live demonstration of microprocessor applications in industry, commerce and the home between March 13-26 at the RCA, Kensington Gore, London SW7 2EU.

* * *

"Women in Management: Microprocessors and their Impact", a seminar to be held at Ashridge Management College, Berkhamsted from March 14th. Topics include; "Microprocessors in the Workplace: Effects on Employment", "The Technology and its Social Implications: Education for Coping with the Change". Further details from Lady Peggy Lindsay, care of Administrative Staff College, Greenlands, Henley-on-Thames, Oxfordshire RG9 4AU.

* * *

"Health Education and Young People", a meeting organized by the Royal Society of Health, is to be held on March 20 at the Royal Society, 13 Grosvenor Place, London SW1X 7EN. It will look back at some of the health education approaches for young people tried over the years.

Appointments

Universities

Dundee

Administrator of Dundee University's Baxter Hall: John Cassels.

Edinburgh

Senior lecturers: Mrs E. Edmund (bacteriology); R. B. Scorgie (geriatric medicine, temporary).

Exeter

Senior lecturers, promotions: Dr R. J. Wootton (biological sciences); Dr A. A. Wragg (chemical engineering); Dr K. G. Orrell (chemistry); D. C. Stafford (economics); P. S. Uzzell and C. G. Carro (education); M. H. Waddicor (French); J. R. P. McKenzie (German); Dr A. E. Stratton (mathematics); D. M. Schlapp (physics); Dr R. F. Hitchcock (Spanish); C. H. Cave (theology).

Kent, Canterbury

Lecturer: C. Dawson (electronics). Research fellows: I. R. Pullen (physics); M. K. S. Mak (chemistry); C. F. White (psychology).

Lancaster

Senior lecturers: Dr R. J. Banks (environmental sciences); Dr. J. H. Brooke and G. J. Evans (history); Dr E. Clowie (music); Dr D. Newton (physics).

Leeds

Lecturers: Miss Pontcin S. Naden (geography); Miss Arlene J. Price (adult education); P. A. Wiegand (education). Lecturers, fixed-term appointments: Mrs Thikra Bashir (obstetrics and gynaecology at St James's University Teaching Hospital); P. S. V. Cox, Nuffield Centre for Health Services Studies. Research fellows, fixed-term appointments: A. T. Hutton (chemistry); Miss Frances McGeary (genetics); Carol A. Muir (physiology); G. I. C. Nelson (cardio-vascular studies). Medical officer: Mrs Kathryn Atkinson.

Leicester

Physician in the Student Health Service: Dr D. Dutta. Acting head of the department of English local history: C. V. Phythian-Adams (during the absence of Professor Everitt). Acting head of the department of law: Professor Grlew (during the absence of Professor Grodecki on study leave).

Newcastle upon Tyne

Lecturers: P. A. Wright (operative and dental surgery); T. J. Frazer (law). Safety officer: M. Weston. Lecturers: H. B. Irvine (biochemistry); J. D. W. Muere (law). Temporary lecturers: B. M. Walker (political science); Anna M. Crabbe (Greek). Honorary lecturer: C. H. Williams. Director of medical illustration: J. S. Perrott.

Sheffield

Lecturer: Dr R. W. Anderson (genetics); Dr J. L. Hayler (pharmacology and therapeutics). Temporary lecturer: C. W. Neale (economic studies). Firth visiting professor in the department of chemistry: Dr E. Clementi.

General

Mr Barry Christopher Kehoe has been appointed head of student services at the National Institute for Higher Education, Dublin. Mr Kehoe, who will take up his new post this month, will cater for the recreational, social, cultural and welfare needs of the students of the institute.

Mr John Lee, MP for Nelson and Colne, has been appointed chairman of the Council of the National Youth Bureau. He succeeds Mr Christopher Price, MP, who has been chairman of the council since 1977.

Mr Donald T. Clarke, until recently Counsellor (Finance) to the Irish Embassy in London, has been appointed first Registrar at the National Institute for Higher Education, Dublin.

Professor Ronald John Belshon, currently professor of systems at the Open University, has been appointed the next director of South Bank Polytechnic. He will take up his post in April 1980.

Newly appointed officers of the Society for Research into Higher Education for 1980 are: Dr Ronald Bligh (chairman); Miss Harriet Greenaway (vice-chairman); Dr Robert Ormsby (secretary); Dr David Billing (treasurer); Administrator: Rowland Eustace.

Honorary degrees

Leicester

The following will be awarded honorary degrees in July:—

DSc: Sir Douglas Black, president, Royal College of Physicians; Mr Kenneth Wood, surgeon; Dame Josephine Barnes, president, British Medical Association; Professor Sir John Walton, chairman of the Education Committee, General Medical Council.

LLD: Sir Patrick Nairne, permanent secretary, Department of Health and Social Security; Professor Rene David, emeritus professor of law, University of Aix-en-Provence; Sir Sydney King, chairman, Trent Regional Health Authority.

Newcastle upon Tyne

DCL: Mrs Margaret Stevens Mann, Lord Mayor of Newcastle upon Tyne 1979-80; Mr Edward G. Harness, chairman of the Board and Chief Executive Officer, the Proctor and Gamble Company.

DSc: Mr Francis Thomas Bacon, inventor of fuel cells and consultant now retired. Professor Frank Press, director, Office of Science and Technical Policy, Executive Office of the President of the USA.

MA: Canon Albert John Beaven, rector of Ilisby, 1969-79.

MMus: Miss Valentine Gride, retired music teacher and coach.

Grants

Birmingham

Chemistry—Dr A. Townsend—£24,000 from the SRC for an investigation of spectra of analytically relevant transient emissions.

Physical metallurgy—Dr I. R. Harris—£16,235 from the United Kingdom Atomic Energy Authority for a research on mossbauer scattering measurements.

Physics—Dr D. R. Chertle and Professor J. H. Fremlin—£52,616 from the MRC for an investigation on measurement of toxic heavy metals in vivo.

Psychology—Dr M. P. Feldman—£35,603 from the Department of Health and Social Security for a study of violent incidents and evaluation of an alcohol sensible unit.

Genetics—Dr A. J. Birley—£36,990 from the SRC for a research into natural selection for enzyme diversity and flexibility in populations of drosophila melanogaster.

Chemical engineering—Dr A. J. Barker—£10,927 from the Ministry of Defence for a research on environmental effects on rocketries.

Electronic and electrical engineering—Mr J. D. Parsons—£30,600 from the SRC for an investigation into characterization of the mobile radio channel in city areas at VHF and UHF.

Mechanical engineering—Professor G. W. Rowe and Dr C. E. N. Sharpe—£37,500 from the SRC for an investigation on prediction of metal flow properties in three-dimensional isothermic forgings.

Anatomy—Dr M. Berry—£28,331 from the MRC for a investigation into a generation in the central nervous system.

Immunology—Dr P. W. Dyke and Dr A. R. Bradwell—£16,798 from the Cancer Research Campaign for an investigation into localisation of human cancer tissue by radiolabelled tumour antibodies and scanning.

Geriatric Medicine—Professor S. Isaacs and Dr L. Nayak—£13,896 from the MRC for a prospective study of falls and falls in old people.

Cancer Studies—Dr A. Hill—£37,554 from the Cancer Research Campaign for an investigation into genetic susceptibility to cancer.

International Studies—Dr J. C. Wightman—£12,500 from the Leverhulme Trust for an investigation into the making of American foreign and economic policy, with the special reference to relations with Western Europe and Japan.

Geological Sciences—Dr C. R. Carr—£13,805 from the NERC for an investigation of patterns of climatic change in North Western Europe during the quaternary coleoptera.

Open University programmes March 15 to March 21

Saturday March 15

BBC 2
7.40 History of mathematics: Real analysis: Architecture (M352: prog 1).
8.05 Twentieth-century poetry: Making the Visual Art (A305: prog 4).
8.30* Accreditation of prior learning: Decision (E202: prog 1).
9.00 Technology and society: Forecasting (T301: prog 1).
9.20 Science and society: Energy (S100: prog 1).
9.40* The handicapped person in the community: Family and handicap (K257: prog 2).
10.10 Elements of music: Cadences (A081: prog 2).
10.35 Adult education and administration: The Education (E836: prog 1).
11.00 Earth science: Rocks and minerals (S294: prog 1).
11.30* Mathematics and technology: Symmetry (M100: prog 1).
11.00 Technology and society: Is it Big-Business? (T301: prog 1).
12.15* Environments of human adaptability: Environments in human adaptation (D304: prog 3).
12.40 Elements of music: The Orchestra (A081: prog 3).
1.05 Art: Architecture: Gothic (A281: prog 1).
1.30 Education and the Open University: Education and the Open University (E836: prog 1).
2.00 Modern art from 1945 to the present: Artist and social implications (A324: prog 1).
2.30 Technology and society: The Motor Car (T301: prog 1).

BBC 1
6.40 Antiques (A100: prog 1).
7.05 Chemistry and society: Sugars (S100: prog 1).
7.30 Science and the use of technology in industrial archaeology: Tools and the industrial revolution (T293: prog 1).
8.00 Technology and society: Technology and the Third World (T301: prog 1).
8.25 Mathematics and technology: Symmetry (M100: prog 1).
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6.05 Art: Architecture: Gothic (A281: prog 1).
6.30 Art: Art and society: Primitive art (A100: prog 1).
7.00 Technology and society: The Motor Car (T301: prog 1).
7.25 Technology and society: Technology and the Third World (T301: prog 1).
7.50 Science and the use of technology in industrial archaeology: Tools and the industrial revolution (T293: prog 1).
8.15 Chemistry and society: Sugars (S100: prog 1).
8.40 Mathematics and technology: Symmetry (M100: prog 1).
9.05 Art: Architecture: Gothic (A281: prog 1).
9.30 Art: Art and society: Primitive art (A100: prog 1).
9.55 Mathematics and technology: Symmetry (M100: prog 1).
10.20 Environments of human adaptability: Environments in human adaptation (D304: prog 3).
10.45 Elements of music: Cadences (A081: prog 2).
11.10 Adult education and administration: The Education (E836: prog 1).
11.35 Technology and society: Forecasting (T301: prog 1).
12.00 Science and society: Energy (S100: prog 1).
12.25 Technology and society: Is it Big-Business? (T301: prog 1).
12.50 Elements of music: The Orchestra (A081: prog 3).
1.15 Art: Architecture: Gothic (A281: prog 1).
1.40 Art: Art and society: Primitive art (A100: prog 1).
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2.30 Technology and society: Technology and the Third World (T301: prog 1).
2.55 Science and the use of technology in industrial archaeology: Tools and the industrial revolution (T293: prog 1).
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8.55 Technology and society: Forecasting (T301: prog 1).
9.20

Universities continued

UNIVERSITY OF RHODESIA

Applications are invited for the following posts :—

LECTURESHIPS/ SENIOR LECTURESHIPS

CIVIL ENGINEERING : Applicants should have a good university degree plus substantial experience in teaching and/or professional practice and/or research. They should have specialised knowledge in structural engineering enabling them to teach courses in the analysis and design of structures at all levels. The appointee may also be required to teach some parts of other undergraduate courses in civil engineering.
Corporate membership of a professional engineering institution would be desirable.
Closing date: 15 May, 1980.

LAND USE STUDIES : Applicants should have appropriate qualifications to teach both undergraduate and postgraduate courses in land use studies in the Department of Land Management. Postgraduate experience required preferably in Southern or Central Africa. The appointee will join a multidisciplinary team working on the critical problems of land-use in Zimbabwe and will be expected to initiate research of value to policy-makers in agriculture and natural resource management.
Closing date: 15 April, 1980.

PHARMACY : Applicants should have a B.Pharm (Hons.), M.Pharm. or a Ph.D. with clinical experience, or a Pharm. degree. The incumbent will participate in teaching and research programmes in Clinical Pharmacy in the Faculty of Medicine.
Closing date : 15 May, 1980.

SOIL CHEMISTRY OR SOIL PHYSICS : Applicants should have appropriate qualifications to teach and conduct research in either Soil Chemistry or Soil Physics in the Department of Land Management. The appointee will be expected to contribute to soil courses at the undergraduate level and to develop postgraduate teaching in his/her area of expertise. The candidate will be expected to initiate research of value to the peasant or subsistence agricultural sector and to contribute to multidisciplinary studies within the Department of the University.
A short-term sabbatical appointment of an experienced soil scientist interested in setting up a postgraduate programme in soils research appropriate to the needs of a developing country would be considered.
Closing date: 15 April, 1980.

SALARY SCALES (Approx. Std. equiva.) :

Non-Medical :	
Senior Lecturer	£ 9,132 × £343 – £10,161 × £361 – £11,910
Lecturer Grade I	£ 8,273 × £343 – £ 9,645
Lecturer Grade II	£ 4,558 × £328 – £ 8,198 × £343 – £ 7,913
Medical :	
Senior Lecturer	£13,074 × £390 – £14,634 × £328 – £14,982
Lecturer Grade I	£11,310 × £343 – £12,882
Lecturer Grade II	£ 8,953 × £336 – £10,969

Appointment to the above scales in accordance with qualifications and experience.
Both permanent, pensionable terms and short-term one or two year contracts are offered.

Permanent Pensionable Terms : Family passages and allowance towards transport of effects on appointment. Installation loan of up to 25 per cent of one year's salary if required for persons recruited from outside Rhodesia. Unfurnished accommodation is guaranteed for a period of at least three years for persons recruited from outside Rhodesia. Substantial and triennial vista with travel allowances. Superannuation and medical aid schemes.

Short-Term Contracts : Family passages and allowance towards transport of effects. Assistance with accommodation for persons recruited from outside Rhodesia.

Applications (six copies required) giving full personal particulars (including full name, place and date of birth, etc.), qualifications, employment and experience, publications, present salary, date of availability and the names and addresses of three referees should be submitted to : **The Appointments Officer (Staff), University of Rhodesia, P.O. Box MP 167, Mount Pleasant, Salisbury, Rhodesia.** Overseas applicants should send an additional copy of their application to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF. Please state clearly for which post application is being made.

BANGOR

UNIVERSITY COLLEGE OF NORTH WALES

LECTURER IN ACCOUNTING

Applications are invited for a lectureship in the College's Department of Accountancy from September, 1980, when Professor Mary Bryan, B.Sc.(Econ.), F.C.A., retires from the post in Accounting and Financial Management.

Applicants should have a relevant honours degree or a Master's degree in Accounting and Finance, or equivalent, and research experience in Accounting and Finance. Teaching experience and publications are desirable but not essential.

The emolument will be in the Lecturer Grade, Scale : £5,052-£10,464 per annum.

Applicants (two copies) should send details of qualifications and experience, together with the names and addresses of three referees, to the Assistant Registrar (Personnel), University College of North Wales, Bangor, Gwynedd, LL57 2DG, from whom further particulars may be obtained.

Closing date for applications 31st March, 1980.

BRADFORD

THE UNIVERSITY

MODERN LANGUAGES CENTRE

LECTURESHIP IN PRIMARY STUDIES

Applications are invited from candidates with a teaching and research interest in one or more of the following fields: Modern languages in primary education; language learning and teaching; the implications of linguistics to the teaching of languages in primary schools; the role of the environment; the teaching of German in primary schools.

The successful candidate will be allocated teaching and research time in these areas, and be expected to contribute to the teaching of the continuing education programme, and to develop German studies.

The salary will be on the Lecturer Grade, Scale : £5,052-£10,464 (from 1.4.80) subject to annual increments of £328 and an initial salary within these limits.

Further particulars/application form (to be returned without delay) may be obtained from the Registrar, University of Bradford, Richmond Road, Bradford, West Yorkshire BD7 1DP.

Closing date for applications 31st March, 1980.

UNIVERSITY OF KHARTOUM—SUDAN

FACULTY OF AGRICULTURE

2 ASSOCIATE PROFESSORS IN DEPARTMENT OF AGRICULTURAL ENGINEERING (Machine design; Soil and Water conservation).

FACULTY OF ARTS

a. LECTURER IN PHILOSOPHY.
b. PROFESSOR and ASSOCIATE PROFESSOR and LECTURER IN DEPARTMENT OF LINGUISTICS (Phonology, Morphology or Syntax).
c. 3 LECTURERS IN ARCHAEOLOGY.
d. 2 LECTURERS IN DEPARTMENT OF ENGLISH (Linguistics of English; T.E.F.L.).

FACULTY OF ECONOMICS AND SOCIAL STUDIES

a. PROFESSOR and 3 LECTURERS IN DEPARTMENT OF POLITICAL SCIENCE. (International Relations; Comparative Politics; Political Theory).
b. 2 PROFESSORS and 4 ASSOCIATE PROFESSORS/LECTURERS IN DEPARTMENT OF ECONOMICS (Money and Banking; Economics Theory; Agricultural Economics; Transport Economics; Planning and Development; Urban Economics).
c. 6 PROFESSORS/ASSOCIATE PROFESSORS/ LECTURERS IN DEPARTMENT OF BUSINESS ADMINISTRATION (Accounting and/or Financial Management; Quantitative Method, Operations Research and/or Production Management; Marketing Management and/or Organization Theory and Management).
d. PROFESSOR and 3 ASSOCIATE PROFESSORS/ LECTURERS IN DEPARTMENT OF ECONOMETRICS (Statistics : Applied statistics; Operational research; Computer Sciences)&

FACULTY OF EDUCATION

a. 3 PROFESSORS/ASSOCIATE PROFESSORS/ LECTURERS IN DEPARTMENT OF CHEMISTRY (Physical Chemistry/Theoretical Chemistry; Physical Chemistry; Inorganic Chemistry).
b. LECTURER IN DEPARTMENT OF CURRICULUM DEVELOPMENT AND METHODS.
c. 3 LECTURERS IN DEPARTMENT OF AUDIO-VISUAL AIDS.

FACULTY OF ENGINEERING AND ARCHITECTURE

a. 5 PROFESSORS/ASSOCIATE PROFESSORS/ LECTURERS and CHIEF TECHNICIAN IN CHEMICAL ENGINEERING.
b. 2 PROFESSORS/ASSOCIATE PROFESSORS IN ELECTRICAL ENGINEERING.
c. 2 LECTURERS IN DEPARTMENT OF SURVEYING (Geodesy; Photogrammetry).
d. PROFESSOR and 3 LECTURERS IN BUILDING AND ROAD RESEARCH INSTITUTE (Road Research; Building Materials and Structures Research; Housing and Environmental Design Research).

FACULTY OF SCIENCE

a. 4 PROFESSORS/ASSOCIATE PROFESSORS/ LECTURERS IN DEPARTMENT OF PHYSICS (Applied nuclear physics; atmospheric physics; solid state physics; theoretical physics).
b. 2 PROFESSORS and PROFESSOR/ASSOCIATE PROFESSOR and 2 ASSOCIATE PROFESSORS/LECTURERS IN DEPARTMENT OF ZOOLOGY (Marine Biology; Vertebrate Zoology; Ecology; Parasitology; Director of Marine Laboratory at Suakin).
c. SENIOR TECHNICIAN IN DEPARTMENT OF BOTANY.

FACULTY OF VETERINARY SCIENCE

2 PROFESSORS/ASSOCIATE PROFESSORS (Viral Diseases or Poultry Diseases) and TECHNICIAN (special training in Virology) IN DEPARTMENT OF PREVENTIVE AND VETERINARY PUBLIC HEALTH.

INSTITUTE OF AFRICAN AND ASIAN STUDIES

a. 2 LECTURERS IN DEPARTMENT OF FOLKLORE.
b. 3 LECTURERS IN DEPARTMENT OF AFRO AND ASIAN STUDIES (Economics of African countries; Middle Eastern Politics; African Politics).
c. PROFESSOR/ASSOCIATE PROFESSOR/LECTURER IN DEPARTMENT OF SUDANESE AND AFRICAN LANGUAGES (Syntax and/or semantics).
d. ASSOCIATE PROFESSOR (Criminology) AND 8 LECTURERS (1 and 2, General Anthropological and/or Sociological Theory; 3. Social linguistics).

Salary scales: Professor £36,111 p.a. Associate Professor £25,060-£26,749 p.a. Lecturer £20,171-£25,877 p.a. Chief Technician £21,030-£21,905 p.a. Senior Technician £21,330-£21,580 p.a. Technician £21,030-£21,280 p.a., (£31 equals £1,135 sterling). In very limited cases, the British Government may provide salary supplementation in range £2,706-£9,198 p.a. (sterling) (reviewed annually and normally tax-free) and associated benefits. Family passages; baggage allowance; superannuation scheme; Unfurnished accommodation; various allowances. Qualifications (2 copies) including curriculum vitae and naming three referees should be sent by airmail, not later than 15 April 1980 to Personnel Secretary, University of Khartoum, PO Box 321, Khartoum, Sudan. Applicants resident in U.K. should also send 1 copy to Inter-University Council, 90/91 Tottenham Court Road, London, W1P 0BT. Further details (but NOT applications forms) are obtainable from either address.

UNIVERSITY OF MALAWI SUNDA COLLEGE OF AGRICULTURE

Applications are invited for the following posts, tenable from 1 September, 1980:—

1. Agricultural Engineering Department :—
a. Lecturer in Agricultural Engineering.
b. Senior Lecturer/Lecturer in Soil and Water Engineering.

2. Crop Production Department :—
a. Lecturer in Plant Pathology
b. 2 Senior Lecturers/Lecturers in Soil Science.
c. Lecturer in Biometry.
d. Lecturer in Pastoral Agronomy and Range Management.

3. Rural Development Department :—
a. Lecturer in Biochemistry/ Nutrition.
b. Senior Lecturer/Lecturer in Extension and Rural Sociology.

Salary scales : Senior Lecturer K6,500-K8,000 p.a. Lecturer K3,900-K8,600 p.a. (£1 sterling equals K1.84). In very limited cases, the British Government may provide supplementation in range £3,288-£5,739 p.a. (sterling) (reviewed annually and normally tax free) and associated benefits. In no supplementation the University may pay an addition in range K1,320-K1,560 p.a. (taxable in Malawi). Gratuity 15-25 per cent; superannuation scheme, family passages and further details are available from the Registrar, University of Malawi, University Office, PO Box 278, Zomba Malawi and must be returned to him by 3 April, 1980. Applicants resident in UK should also send 1 copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0BT. Further details (but NOT forms) are obtainable from Inter-University Council.

Southampton THE UNIVERSITY

Department of Mechanical Engineering

Applications are invited for two lectureships in the Department of Mechanical Engineering for graduates with enthusiasm for and experience in teaching and research in :

Post 1 : Plasticity & Fracture Mechanics OR Applied Mechanics and Dynamics

Post 2 : Engineering/Industrial Metallurgy

Candidates for Post 1 should be professionally qualified graduate Mechanical Engineers with recent industrial experience.

Candidates for Post 2 should be professionally qualified graduates in Physical or Industrial Metallurgy with recent industrial experience.

The appointments will be made in the lower part of the salary scale £5,052-£10,464, depending on age and experience.

Further particulars may be obtained from D. A. S. Copland, University, Southampton SO9 5NH. Please state in which post you are interested. Applications (seven copies from United Kingdom applicants) should be sent not later than 11 April, 1980, to the above address, quoting reference 249/A/THES.

UNIVERSITY OF MALAWI CHANCELLOR COLLEGE

Applications are invited for the post of SENIOR LECTURER/LECTURER IN THE DEPARTMENT OF CHEMISTRY. Applicants should be qualified for teacher training, and able to teach to Honours degree level in one of the main divisions of chemistry, preferably organic or analytical chemistry. Salary Scales: Senior Lecturer K6,500 to K8,600 p.a. Lecturer K3,900 to K6,600 p.a. (£1 sterling equal K1.84). The British Government is initiated to provide salary supplementation and associated benefits. If no supplementation available the University may pay an addition in range K1,320 to K1,560 p.a. (taxable in Malawi). Gratuity 15-25 per cent; superannuation scheme, family passages and further details are available from the Registrar, University of Malawi, University Office, PO Box 278, Zomba, Malawi and must be returned to him by 11 April 1980. Applicants resident in U.K. should also return copies to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0BT. Further details (but NOT applications forms) are obtainable from the IUC.

UNIVERSITY OF THE SOUTH PACIFIC

Applications are invited for post of

FISHERIES TRAINING OFFICER in the INSTITUTE OF MARINE RESOURCES (Post 80/34)

Applicants should be [illegible] with training and [illegible] experience in organisation, [illegible] tenance and use of [illegible] gear. They must also [illegible] with the use of boats [illegible] related equipment used [illegible] artisanal fishermen. [illegible] will have distinct advantage [illegible] experience in teaching [illegible] skills and/or [illegible] commercial fisheries [illegible] will be advantageous. [illegible] appointee will be required [illegible] teach courses in Fishery [illegible] Technology, Fishery Craft [illegible] and Navigation and Seamanship in Diploma in Fisheries students. He/she also be required to take [illegible] responsibilities for the [illegible] and operations of [illegible] boats and [illegible] facilities. The appointee [illegible] also be required to participate in adapting short courses [illegible] contribute to research programmes. Salary Scale [illegible] $14,400 pa (£8,000 [illegible] F$1,911). Family passage [illegible] gage allowance, gratuity [illegible] annuation scheme [illegible] accommodation [illegible] grant. Detailed application [illegible] copies) with names [illegible] and naming 3 referees should be directed to the Registrar, University of the South Pacific, Box 1168, Suva, Fiji by 15 April 1980. Applicants resident in the UK should also send one copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0BT. Further particulars are obtainable from either address.

UNIVERSITY OF SURREY

Department of Physics

LECTURER IN EXPERIMENTAL PHYSICS

Applications are invited for the post of Lecturer in the Department of Physics commencing 1st October, 1980. Applicants must be experimental physicists of research background and an appropriate area of experimental physics. The successful candidate will be required to contribute to the development of a new undergraduate course in Applied Microcomputing, and to develop a programme of microcomputing in support of research in the application of microprocessors in experimental physics. Experience in microprocessors in experimental physics will be an advantage.

The lecturer will be expected to contribute to the teaching of undergraduate courses in the Physics and Physics with Musical Acoustics degree courses. Facilities are available for conducting research.

Salary will be within the range £5,052-£10,464 per annum as from 1st April, 1980, depending on qualifications and experience. Superannuation is applicable in these conditions.

Further particulars may be obtained from the Academic Registrar (UPD), University of Surrey, Guildford, Surrey GU2 5XH (Telephone Guildford 71281, extension 453).

Form of application may be obtained by sending a stamped addressed envelope to the above address. Completed forms should be sent to the above address by April 11th, 1980.

National University of Lesotho

Applications are invited for the post of LECTURER IN MATHEMATICS. Candidates should be competent to teach Applied Mathematics at undergraduate level. Salary scale: M9,291-M7517 p.a. Assistance with relocation expenses up to a range R1,831 - R3,663 depending on family size. Housing may be given on rental at a range R1,935-R3,870 p.a. Medical benefits are free of charge. Gratuity equivalent to 15 per cent of salary earned. Free passages for himself, his wife and children. Superannuation scheme with contribution of 7.5 per cent of salary. Applications should be addressed to the Registrar, University of Lesotho, P.O. Roma, Lesotho, from whom further particulars may be obtained. Closing date for applications is 30th May 1980.

Universities continued

UNIVERSITY OF THE WEST INDIES BARBADOS

Applications are invited for the post of TURKU DUM OFFICER (SENIOR LECTURER/Senior Assistant Lecturer level) in the UWI/USAID Primary School Education Development Project which started in late 1979 and will last for five (5) years. The Project will be based at the University of the West Indies, Barbados, but will usual regular travelling throughout the Caribbean. The appointee will be directly responsible to the Project Coordinator and is expected to assume duties as soon as possible. Salary Scale: Upon Appointment (1st August, 1979): Senior Lecturer BDS12,216-BDS15,132 pa; Assistant Lecturer BDS8,119-BDS10,072 pa. (From August, 1980): Lecturer BDS8,524-BDS10,476 pa. Assistant Lecturer BDS6,832-BDS8,784 pa. (£1 sterling=BDS4.65). FSSU; rented accommodation or housing allowance; family passages; Study and Travel Grant. Detailed application (two copies) including curriculum vitae and naming three referees should be sent as soon as possible to the Secretary, University of the West Indies, Cave Hill Campus, PO Box 64, Bridgetown, Barbados. Applicants resident in UK should also send one copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0BT. Further particulars are obtainable from either address.

ABERYSTWYTH

THE UNIVERSITY

COLLEGE OF WALES

LECTURER IN ITALIAN

Applications are invited for the temporary post of LECTURER IN ITALIAN for the period 1 October, 1980, to 30 June, 1982.

An interest in Italian linguistics and medieval literature is desirable. Salary on the scale for Lecturers £5,052 to £10,464 (at present time) with effective 1 April, 1980.

Application forms and further particulars (please quote reference B) from the Registrar, The University College of Wales, Aberystwyth, Dyfed, SY23 2AX, to whom applications should be returned no later than Thursday, 3 April, 1980.

MIDDLESEX

BRUNEL UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

Applications are invited from candidates with research experience in experimental psychology or neuropsychology for the work with Dr. M. J. Wright on the investigation of spatial and temporal aspects of visual pattern processing. The post is in a group funded by an MRC programme and is tenable for three years.

The research will be concerned with neural mechanisms underlying the spatial resolution of visual stimuli and psychophysical studies.

Applicants should be competent with neurophysiological techniques and have the use of both techniques and theory in vision research or pattern perception.

The successful applicant will also be expected to assist in teaching to solid experimental psychology and to acquire the necessary computer programming skills.

Appointment will be on the Research Fellow Grade, Scale 1 (£4,052 to £6,769) including Superannuation.

Please quote reference 3/80, A. J. Curtis, Secretary to the University of Middlesex, Coldharbour Lane, Hornsey, London N8 0RZ.

HONG KONG

THE UNIVERSITY

MEDICAL ILLUSTRATOR

Applications are invited for a post of Medical Illustrator to be responsible for the production of art, photography, television and audio-visual services in relation to teaching and research in medical studies, and for the work and management of a staff of Medical Illustrators and Technicians.

Applicants should possess qualifications from the Medical Artists' Association or a recognised equivalent, and a degree or higher level. Preference will be given to candidates with a minimum of six years experience as a senior medical artist and who possess higher professional qualifications, such as Fellowship of Medical Photographers Society, Fellowship of Institute of Medical Illustrators or Fellowship of Institute of Incorporated Photographers.

Annual salary range: Assistant Lecturer $107,760 to $4,680 to $97,140 (Jan. 1979) to $4,680 to $4,680 to $81,113.820 (£1 equals $HK11.8 approx.). Starting salary will depend on qualifications and experience.

At current rates, salaries tax will not exceed 15 per cent of gross income. Housing allowance, free or at a rent of 3 per cent of salary, education allowance, leave and medical benefits are provided.

Further particulars and application forms may be obtained from the Association for Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF (please quote the Recruitment Section, Secretary's Office, University of Hong Kong, Hong Kong.

The closing date for application is 30th May 1980.

LONDON

UNIVERSITY OF LONDON GOLDSMITHS' COLLEGE

ACADEMIC REGISTRAR'S DEPARTMENT

ADMINISTRATIVE ASSISTANT

Applications are invited for the post of ADMINISTRATIVE ASSISTANT in the Academic Registrar's Department. The post is for a year in the first instance and will be concerned mainly with the registration of postgraduate students. Experience of registration procedures is a related experience.

Successful candidate will be expected to assist with other duties.

Salary will be on the scale £3,474 x 54 increments to £5,676 per annum inclusive of London Weighting.

Write for further particulars to Jim Somerville, Officer-University of London Club, Senate House, Malet Street, London WC1E 7HU, quoting reference 80/20 and closing date March 25th, 1980.

CAMBRIDGE

THE UNIVERSITY

ASSISTANT LECTURESHIP IN GEOGRAPHY

Applications are invited for an Assistant Lectureship in Geography tenable from 1 October, 1980. The salary will be on the scale £3,474 to £5,676.

Further particulars and application forms may be obtained from the Registrary, The University, Cambridge CB2 1TN, to whom applications should be returned not later than 21 April, 1980.

EXETER

THE UNIVERSITY

MINE ADMINISTRATION AND SOCIAL POLICY

Applications are invited for the post of LECTURER in Mine Administration and Social Policy, with a specialisation in one of the following fields: Industrial Relations, Personnel Management, Industrial Sociology, Industrial Psychology, Industrial Economics, Industrial Law, Industrial Geography, Industrial Anthropology, Industrial Politics, Industrial Ethics, Industrial Medicine, Industrial Safety, Industrial Engineering, Industrial Accounting, Industrial Statistics, Industrial Mathematics, Industrial Computing, Industrial Chemistry, Industrial Physics, Industrial Geology, Industrial Mineralogy, Industrial Metallurgy, Industrial Mining Engineering, Industrial Mining Geology, Industrial Mining Geophysics, Industrial Mining Surveying, Industrial Mining Geotechnics, Industrial Mining Ventilation, Industrial Mining Hydrology, Industrial Mining Rock Mechanics, Industrial Mining Rock Blasting, Industrial Mining Rock Drilling, Industrial Mining Rock Cutting, Industrial Mining Rock Loading, Industrial Mining Rock Haulage, Industrial Mining Rock Hoisting, Industrial Mining Rock Ventilation, Industrial Mining Rock Safety, Industrial Mining Rock Engineering, Industrial Mining Rock Management, Industrial Mining Rock Economics, Industrial Mining Rock Statistics, Industrial Mining Rock Mathematics, Industrial Mining Rock Computing, Industrial Mining Rock Chemistry, Industrial Mining Rock Physics, Industrial Mining Rock Geology, Industrial Mining Rock Mineralogy, Industrial Mining Rock Metallurgy, Industrial Mining Rock Engineering, Industrial Mining Rock Geophysics, Industrial Mining Rock Surveying, Industrial Mining Rock Geotechnics, Industrial Mining Rock Ventilation, Industrial Mining Rock

Fellowships continued

HULL
THE UNIVERSITY
INSTITUTE IN MODERN DENTAL STUDIES AND GENERAL DENTAL PRACTICE RESEARCH FELLOWSHIP

Applications are invited from graduates in dental medicine, or science with relevant degrees, and a knowledge of the following fields: aspects of the epidemiology of the low caries prevalence in the Netherlands, and Dentistry in the Netherlands, with particular reference to the current affairs in the Netherlands.

The Studentship, of the value of £2,785 to £3,465 with a travel allowance for homeless visit to the Low Countries, will be for a minimum of three years and a maximum of three years, is tenable from 1st October 1980. Applications, including the names of two referees, should reach the Director, Institute in Dentistry, The University, Hull HU6 7RX, by 30th April, 1980.

Polytechnics

The Polytechnic of Wales
POLITECHNIC CYMRU
Department of Electrical and Electronic Engineering

Applications are invited from the following posts:—

RESEARCH FELLOW

To work on a project investigating the interactive effects between power electronic convertors and lead acid batteries. The successful applicant should have an Honours Degree or equivalent in Electrical Engineering, or an appropriate Science Degree.

Salary up to £5,200 depending upon qualifications and experience.

Informal enquiries should be directed to Dr M. G. Jayne (telephone 0443 405133, extension 1832).

RESEARCH ASSISTANT

To work on a microprocessor-based instrument for dynamic system testing using multi-frequency signals.

Candidates should have an Honours Degree or equivalent in Electrical Engineering.

Salary: £3,465 to £3,860 per annum inclusive.

Informal enquiries should be directed to Dr D. Rees (telephone 0443 405133, extension 1831).

Both posts are for three years and can commence immediately. Further particulars and application forms may be obtained from ...

The Assistant Director (Staffing), The Polytechnic of Wales, Pontypridd, Mid Glamorgan CF37 1DL.

Closing date: March 24, 1980.

PLYMOUTH POLYTECHNIC

Learning Resources Centre

CHIEF CATALOGUER

Salary: £5,721 to £8,090

To coordinate cataloguing, classification and indexing, and to participate in the development of an automated cataloguing system. A graduate is required for this new post with a professional library qualification and appropriate academic library experience, preferably working with an automated system.

Application forms for the above post to be returned by Friday, March 28, 1980, can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

NORTH STAFFORDSHIRE POLYTECHNIC
COMPUTING SERVICES

DEPUTY HEAD OF COMPUTING SERVICES

Applications are invited for the above post of Deputy Head of Computing Services. Duties of this new post will include the day-to-day management of computing services at one group of Polytechnic sites (Stoke or Stafford) and assistance with Computing Services administration. The Deputy Head will also undertake teaching and tutorial work on computer management and related topics.

Salary scales:

PRINCIPAL LECTURER GRADE £8,256-£9,162
(bar)-£10,362

USER SERVICES MANAGER

Applications are invited for the above post of User Services Manager. Duties will include:
Responsibility for day-to-day management of the applications and advisory team of Programmer/Analysts.
Liaison with all Polytechnic departments on computer access and applications for teaching and administration.
Teaching and tutorial work on computer applications.

Salary scale:

SENIOR LECTURER GRADE £7,092-£8,280
(bar)-£8,871

Further particulars and application forms for both posts from the Deputy Director (Staffing), North Staffordshire Polytechnic, College Road, Stoke on Trent ST4 2DE.

Leicester Polytechnic
FACULTY OF ART AND DESIGN

HEAD OF SCHOOL OF GRAPHICS

(Post No. 55)

The School is a constituent of one of the largest Faculties of Art and Design in the country. The Head is an academic leader concerned with the planning and teaching of first and second degree courses in graphic communication, in a School which has developed strong links with industry and the professions.

Applicants will be expected to have experienced a successful academic and professional career and in addition will be conversant with the theories and philosophies of graphics as related to contemporary society.

Salary: £10,128 – £11,253 p.a.

Application form and further particulars available from Staffing Officer, Leicester Polytechnic, P.O. Box 143, Leicester, LE1 9BH. Tel. (0533) 551551 ext. 2301.

COVENTRY LANCHESTER POLYTECHNIC
DEPARTMENT OF STATISTICS AND OPERATIONAL RESEARCH
PRINCIPAL LECTURER £7,092 to £8,085

Interview date of appointment will be 1st September, 1980.

The person sought must have high academic standing with an ability to lead teaching and research in Statistics and/or Operational Research. Substantial industrial or business experience and/or research degree are strong recommendations.

Previous applicants will be reconsidered.

For consideration forms and job specifications please apply to the Staff Officer, Coventry Lanchester Polytechnic, Coventry CV1 5FB, quoting ref. LD/PL, 14 days of the appearance of this advertisement.

LONDON
THE POLYTECHNIC OF NORTH LONDON
SCHOOL OF COMMUNICATION
HEAD OF DEPARTMENT
Grade 6

Salary: £10,764 to £11,823 inclusive of London Allowance

A vacancy will arise in the Department of Communication Studies for a senior appointment to lead the Unit in Communication Studies and the Unit in Communication Technology. The Head will also be expected to contribute to other periods in the School and to the development of a range of academic activities.

The School offers courses in Communication Studies, Photography, Graphic Design, Design Foundation Studies, Film and Photographic and Graphic Communication Technology, and is housed in a purpose-built building and comprehensively equipped.

Applications must possess professional and academic qualifications and experience appropriate to the post. Consortium Leadership, Grade 6 (£10,764 - £11,823) (Head of Unit, Senior Lecturer, Senior Lecturer, Senior Lecturer) Salary: £8,280 to £9,099 inclusive of London Allowance.

Application forms and further details from the Establishment Officer, The Polytechnic of North London, Holloway Road, London N7 8DB. Tel. 01-607 2789 (ansafone 3121).

Closing date: 7th April, 1980.

LONDON
THE POLYTECHNIC OF NORTH LONDON
SCHOOL OF ENVIRONMENT
SENIOR APPOINTMENT IN BUILDING

Applications are invited from candidates who can provide course leadership in a Polytechnic in Building, a Diploma in Technical Studies in the management of building activities.

Candidates must possess professional and academic qualifications and experience appropriate to the post. Consortium Leadership, Grade 6 (£10,764 - £11,823) (Head of Department, Senior Lecturer, Senior Lecturer, Senior Lecturer) Salary: £8,280 to £9,099 inclusive of London Allowance.

Application forms and further details from the Establishment Officer, The Polytechnic of North London, Holloway Road, London N7 8DB. Tel. 01-607 2789 (ansafone 3121).

Closing date: 7th April, 1980.

LONDON
CITY OF LONDON POLYTECHNIC
DEPARTMENT OF ACCOUNTANCY AND TAXATION
Vacancy for
PRINCIPAL LECTURER

Applicants must be morally and/or academically qualified.

A major part of the work could be:

Either: to develop short courses and courses for continuing professional education.

Or: to take responsibility for Public Sector Accountancy courses and course development.

Salary: £8,280 to £9,102 (bar) in £10,362 plus London Allowance of £600.

Application forms and further information may be obtained from the Staff Officer, City of London Polytechnic, 117 Houndsditch, London EC3A 7BU. Please quote reference number HO/25.

CITY OF BIRMINGHAM
THE POLYTECHNIC
FACULTY OF SOCIAL SCIENCES AND ARTS
DEPARTMENT OF ENGLISH AND COMPARATIVE STUDIES
LECTURER II, SENIOR LECTURER IN LINGUISTICS

The successful applicant will be required to teach at undergraduate, postgraduate and diploma courses and should be able to play a leading role in course development. Applicants should have strong study interests among their specialisms.

Salary scales: Lecturer II: £6,009 to £8,280. Senior Lecturer: £7,974 to £10,362. Ref. 80/1011.

Further details and application forms from the Staff Recruitment Officer, The Polytechnic, Gravelly Hill North, Birmingham B23 7AJ. (Quote reference 80/1011. Telephone 021-373 3811).

SOUTH GLAMORGAN COUNTY COUNCIL
EDUCATION DEPARTMENT
SENIOR TECHNICIAN
Tech. 3/4 £4,000 to £6,087 per annum.
Reference D10.

Required by the South Glamorgan Institute of Higher Education, Cardiff, to assist the Head of Department in the preparation of materials for teaching and research, and to undertake some technical work. Applicants should have a good general education and be able to work in a team. Any experience in photography, audio-visual equipment, or video would be an advantage. Ability to operate various equipments and to undertake minor repairs would be an advantage. Salary according to qualifications and experience.

Further details from the Head, Mr. A. J. Cheese, College of Higher Education, Cyncoed Road, Cardiff CF2 6XD.

CHESTER
CHESTER COLLEGE OF HIGHER EDUCATION
LECTURER II/SENIOR LECTURER IN BIOLOGY

Applications are invited for the above post, tenable from 1 September next. The person appointed should have a good honours degree in Biology and should be able to teach Microbiology, with an interest in Public Health or an Environmental Biologist with an interest in the ecology of freshwater habitats. Acceptance of teaching or of work in the public services would be an advantage. Salary within the range £6,009 to £8,280 according to qualifications and experience.

Further details from the Principal, Chester College of Higher Education, Cliff Lane, Chester, CH4 7AJ.

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd., copies of which are available on request.

Colleges and Institutes of Higher Education

ROEHAMPTON INSTITUTE OF HIGHER EDUCATION

A federation of Digby Stuart, Froebel, Southlands and Whitelands Colleges

The Roehampton Institute of Higher Education is a federation of four Colleges, Digby Stuart, Froebel, Southlands and Whitelands, located within two miles of each other in South-West London. All teaching staff are appointed to the Roehampton Institute and each is assigned to one of the constituent Colleges, though the courses and teaching are intercollegiate. The Roehampton Institute offers courses leading, at present, to Internal BA, BH, and BSc degrees of the University of London which may be awarded at classified honours level, and BEd(Ord) and BEd(Hons) degrees. All degree courses offered by the Roehampton Institute are in combined studies and based on a unit system, so that each student follows courses in two subject areas. The Institute now seeks to make the following appointments, if possible with effect from 1 September, 1980 :—

HEADS OF DEPARTMENTS

Applicants will be expected to be of good standing in their own fields of academic interest and to demonstrate the ability to provide effective leadership in a Department teaching courses at degree level in its future development. The appointment in ENGLISH will be at Burnham HnD Grade VI (£10,950-£12,075) and the other appointments will be at Grade V (£10,129-£11,253). London Allowance £600 in all cases.

BUSINESS STUDIES

This is a field study of growing importance to the Institute. The Department is responsible for a wide range of joint degrees and also for initial and in-service education and training of teachers in Business Studies. Applicants should possess high qualifications in a discipline related to the work of the Department and; whilst previous experience in higher education would be an advantage, alternative management experience would be particularly valuable.

ENGLISH

HISTORY

MATHEMATICS

MODERN LANGUAGES

(With the exception of its POCE course this only language taught at present is French.)

MOVEMENT STUDIES

(This Department includes courses in Dance Studies and Physical Education.)

MUSIC

For further particulars and application forms please write (stating clearly the post for which application is made) to :—

R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Stuart College, Roehampton Lane, London SW15 5PH.

Closing date for receipt of applications : Friday, 11 April, 1980.

Bolton College of Education (Technical)
College affiliated to the University of Manchester.

A national and regional centre for the professional education and training of staff in further and higher education

FACULTY OF TEACHING STUDIES (Business, General and Social Studies)

LECTURER II/ SENIOR LECTURER

IN BUSINESS STUDIES CURRICULUM AND METHOD

A well-qualified and enthusiastic person is required to plan and participate in courses for intending and serving teachers in post-compulsory education who are concerned with the teaching of Business Calculations, Statistics, Accounting and other numeracy-based subjects in a Business Studies context. Salary Scale : £6,009-£8,871.

Application forms and further details are obtainable from the Senior Administrative Officer, Bolton College of Education (Technical), Chadwick St., Bolton BL2 1JW. Tel.: 0204 22132.

Closing date for applications : 28th March, 1980.

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER COLLEGE OF HIGHER EDUCATION
TWO LECTURERS IN BUSINESS ECONOMICS

Applications are invited for two posts in the Division of Business Economics. Each one will be concerned with International Economics in the B.A.(Hons) degree while the other will be concerned with Business Economics. The emphasis of the Business Economics post will be on the degree. However, it is hoped that the successful applicant will be able to share the teaching between the two programmes. Both posts are expected to participate in advancing further courses in Business Economics relative to the existing in-service activities.

Candidates should possess a postgraduate honours degree and have relevant teaching experience (a doctorate, publications or industrial experience will be useful and recommendable).

The salary for both posts will be on the Lecturer II/Senior Lecturer Scale, i.e. £6,009 to £8,871.

Application forms and further particulars may be obtained from the Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ. Completed application forms should be returned as soon as possible.

HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER COLLEGE OF HIGHER EDUCATION
LECTURER IN SURVEY EDUCATION

Applications are invited for a post as Lecturer in Survey Education from 1st September, 1980. Applicants should be graduates with appropriate qualifications in Survey Education and Psychology and Sports Psychology. The post is to contribute at a high level in two of the following areas: theoretical aspects will be special attributes, games, sports, swimming. Relevant practical experience and/or a research area will be an added recommendation.

The salary will be on the appropriate scale on the Lecturer Grade, i.e. £6,009 to £8,871. Application forms and further particulars may be obtained from the Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ, to whom completed application forms should be returned as soon as possible.

Colleges and Departments of Art

LINCOLNSHIRE
LINCOLNSHIRE COLLEGE OF ART
PRINCIPAL LECTURER IN FASHION DESIGN
(Burnham £6,555 to £8,280)

to commence September 1980. Previous experience relevant to post at a senior level in industry or teaching. Ability to work in the field of fashion design would be an advantage.

LECTURER II/SENIOR LECTURER IN FASHION CONSTRUCTION
(Burnham £4,806 to £8,280)

Suitable qualifications and experience required for study in fashion design, pattern making and fashion construction, tailoring and/or knitwear. Ability to work in a team would be an advantage.

Further details and forms from the Principal, Lincolnshire College of Art and Design, Monks Road, Lincoln LN2 5HQ.

Colleges of Further Education

LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF FASHION
Oxford Circus, W1
DEPARTMENT OF CLOTHING TECHNOLOGY

Applications are invited for the following posts:

TWO SENIOR LECTURERS IN PATTERN TECHNOLOGY

to teach on Diploma and Degree courses, and develop research in the field of pattern technology. Ref. 2/1/1.

SENIOR LECTURER IN CLOTHING CONSTRUCTION

to teach on Diploma and Degree courses, and develop research in the field of clothing construction. Ref. 2/1/2.

Applicants should be of a high academic standard and have a good honours degree or equivalent, and relevant industrial experience.

Salary scale: Lecturer II £6,009 to £8,280 per annum inclusive.

Further details and forms from the Principal, Oxford Circus, W1R 1LB, quoting reference number above.

Closing date: 28th March, 1980.

Colleges and Institutes of Technology

DUNDEE COLLEGE OF TECHNOLOGY

LECTURESHIPS IN CIVIL ENGINEERING

2 POSTS

The vacancies are in the areas of Structural Engineering, Construction, Foundation Engineering and Transportation Engineering. Successful candidates will be expected to teach at Degree, HND and Higher Certificate level and to develop their special fields of interest and undertake research in these areas.

Salary: (under review) £4,754-£8,898(bar)-£9,029 with annual placing dependent upon approved prior experience.

Relocation assistance towards the cost of removal expenses may be payable.

Further particulars and application forms obtainable from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed forms should be returned by 28 March, 1980.

Colleges of Further Education continued

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

The Unit makes an independant contribution to the development of curricula in further education with a particular priority at present for meeting the needs of 16-18 year olds preparing for work.

TWO DEVELOPMENT OFFICERS

are required from 1 September, 1980, to take major responsibilities for devising and implementing the Unit's programmes and activities in the area of vocational preparation. Applicants should have worked in further education and/or the training services, have some knowledge and experience of curriculum development in the target area, be able to work with staff in a variety of institutions, and possess considerable personal initiative.

The Development Officers will be based in London, but their work may involve considerable travel.

Salary within range £9,830-£12,530 (including London weighting). The appointments will be a period of 3 years—with a possible extension of not more than a further 2 years; secondment from present posts will be acceptable.

Application forms and further information may be obtained from the Director, Further Education Curriculum Review and Development Unit, Elizabeth House, 39 York Road, London SE1 7PH (Tel.: 01-928 9222, Ext. 3123).

Closing date for receipt of applications : Tuesday 8 April, 1980.

HERTFORDSHIRE COUNTY COUNCIL
DACORUM COLLEGE
Marlowes, Hemel Hempstead, Herts. HP1 1HD
Telephone No. Hemel Hempstead 65771

Required for 1st September or before, if possible.

LECTURER I

(Two Posts) in

Mathematics
Physics
Computing
Electronics

Two Lecturers Grade I are required to teach two or more of the above subjects on 'A' level, 'O' level, City and Guilds and TEC courses. Industrial experience and teaching ability are desirable. Application forms and further details of the Posts are available from the Principal at the above address. Completed forms must be returned by 28th March, 1980.

Colleges and Departments of Art continued

Exeter College of Art and Design
Principal: Clifford Flahwick
Fine Art Department

Required for September 1980

Principal Lecturer in Painting

responsible to the Head of Department for the Painting Courses within the C.N.A.A. B.A. (Hons) Fine Art Course.

Candidates should be experienced practising painter/teachers with a clear understanding of the requirements for developing these courses and with a real sense of commitment to the task.

Further information and application forms may be obtained from the Chief Administrative Officer, Exeter College of Art and Design, Earl Richards Road, North, Exeter EX2 6AS and be returned by 3 April, 1980.

DEVON

Colleges of Further Education

LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF FASHION
Oxford Circus, W1
DEPARTMENT OF CLOTHING TECHNOLOGY

Applications are invited for the following posts:

TWO SENIOR LECTURERS IN PATTERN TECHNOLOGY

to teach on Diploma and Degree courses, and develop research in the field of pattern technology. Ref. 2/1/1.

SENIOR LECTURER IN CLOTHING CONSTRUCTION

to teach on Diploma and Degree courses, and develop research in the field of clothing construction. Ref. 2/1/2.

Applicants should be of a high academic standard and have a good honours degree or equivalent, and relevant industrial experience.

Salary scale: Lecturer II £6,009 to £8,280 per annum inclusive.

Further details and forms from the Principal, Oxford Circus, W1R 1LB, quoting reference number above.

Closing date: 28th March, 1980.

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Surrey

The following posts are available as soon as possible:

LECTURER II SCIENCE (PHYSICS) - SKILL ENGINEERING COURSE

LECTURER II : MATHEMATICS

LECTURER II : BUSINESS STUDIES

Salary: LECTURER II (BENDER) £4,806 to £8,280 (Scale 3) to £6,009 to £8,871 (Scale 4) LECTURER II £3,806 to £7,755 LECTURER I £3,768 to £6,630

Plus £177 per annum London Fringe Allowance.

Generous relocation expenses in approved cases.

Standard application envelope and forms for further particulars and details of application from the Vice-Principal at the above address to be returned by April 14, 1980.

Research Posts

PLYMOUTH POLYTECHNIC
FACULTY OF SOCIAL SCIENCE

RESEARCH ASSISTANTS

Department of Psychology

Applications are invited for research assistantships in Psychology.

COGNITION SOCIAL PSYCHOLOGY

Applicants should hold or expect to obtain this year a good honours degree in Psychology (Please quote ref. S81).

Department of Social and Political Studies

WESTERN EUROPEAN POLITICS

To conduct a comparative empirical investigation into the operation of federalism in Austria, Switzerland and West Germany. Applicants should hold or expect to obtain this year a good honours degree in Politics or European studies (Please quote ref S82).

SOCIOLOGY

With special reference to the sociology of work and community studies. Applicants should hold or expect to obtain this year a good honours degree in Sociology/Social Science (please quote ref S83).

Research assistants are normally expected to register for a higher degree although post-doctoral application will be considered. The appointments are for a period of two years, normally commencing 1st September with a possibility of a third year (fixed-term contract). Salary will be £3,768 for postgraduates or £4,698 post-doctoral or equivalent, with annual increments of £160.

Application forms, to be returned by Friday, 28th March, 1980, can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

PLYMOUTH POLYTECHNIC
FACULTY OF MARITIME STUDIES

RESEARCH ASSISTANT in ASTRONOMY

Applications are invited from persons holding a good honours degree in Physics, Mathematics or Astronomy, to conduct research into optical and radio-astronomical data connected with the magnetic field of the Milky Way using the Polytechnic's Prime computer installation. An interest in computing and astronomical data analysis is essential.

Research Assistants are normally required to register for a higher degree, although post-doctoral applicants will be considered. The appointment will be for a period of two years with the possibility of a third year (fixed-term contract). Salary will be £3,768 for postgraduates, or £4,698 post-doctoral or equivalent, with annual increments of £160.

Application forms to be returned by Friday, March 28, 1980, can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

CHELTENHAM
THE COLLEGE OF ST PAUL AND ST MARY

Applications are invited from graduates, by post-graduate research or otherwise, qualifications for the post of RESEARCH ASSISTANT to work on the records of the Rainsbury Bursaries and the London Hardcil, founder of the Society. The successful candidate will be towards a history of the Society which will be published.

The post will carry a salary of £3,768 p.a. plus allowances. Office accommodation and secretarial assistance will be provided. The post will run for one year in the first instance with a possible extension of a further year.

The College is serving in developing an expertise in aspects of social and economic history in the local area and this appointment is the first stage in this process.

Applications (no forms) should be made to the Principal, College of St. Paul and St. Mary, Cheltenham, Gloucestershire GL50 4AZ, to be received not later than 31 March 1980.

Holidays and Accommodation

PROJECT 67

Fifteen-day fully guided archaeological tour to Turkey, Asia Minor, 23 August to 7 September. £425 (Aberdeen non) open to general public.

Project Expeditions Ltd., 1 Talbot Street, Kingsland Road, London, W.C.1. 01-836 1262.

DOCTORAL RESEARCH IN POLITICS

Department of Government, University of Essex

The Department invites applications for admission to the research programme leading to the award of Doctor of Philosophy.

SSRC QUOTA AWARDS are available for suitably qualified candidates for October, 1980. Normally, successful candidates will have completed a Master's degree or equivalent.

The Department specialises in :
Political Theory
Political Behaviour (which includes British Politics, Comparative Politics, Electoral Behaviour, Policy Analysis)
Formal Political Analysis
And in these areas :
Soviet Union
Western Europe
United States of America
Latin America

The Department has a large staff teaching a wide variety of specialisms, access to excellent computing facilities and to a well-stocked library, which contribute to a lively and creative environment.

Further details and application forms may be obtained from : Graduate Secretary, Department of Government, University of Essex, Colchester CO4 3SQ.

Personal

IMMEDIATE ADVANCES
£100 to £20,000
No security needed
REGIONAL TRUST LTD.
8 Clifford Street (New Bond Street), London, W.1.
Phone: 01-734 5083/01-734 2944

JOB HUNTING ?
Seeking promotion ? Helpful hints on preparing your own curriculum vitae, application, C.V. and application letter.
Send cheque/P.O. value £2.50 to SCHINES, (Dept. T.H.E.), Cosby, The Times Weekly Newspaper.

Librarians

LIVERPOOL
THE POLYTECHNIC
LIBRARY SERVICES
SITE LIBRARIAN
ENGINEERING & SCIENCE LIBRARY
(Re-advertisement)
£5,721-£6,990 p.a.

Applications are invited from CHARTERED LIBRARIANS with preferably graduates with considerable experience in Polytechnic or University library work and a knowledge of the literature of Engineering and Science.

Please quote reference LD/394.

Closing date is 14 days from the appearance of this advertisement.

Previous applicants need not re-apply.

Application forms and further particulars from the Personnel Officer, The Polytechnic, 2 Rodney Street, Liverpool L1 2TZ. Tel.: 051-709 6820 Ext. 45.

Awards

THE INSTITUTE OF CHARTERED SECRETARIES AND ADMINISTRATORS

Applications are invited for the

POSTGRADUATE EXHIBITION 1980

The award, value £1,000 is for one year of postgraduate study or research in a range of subjects relating to business/public administration or management.

The Exhibition is tenable at any University or Polytechnic in the United Kingdom.

Further details and application forms from : The Secretary (Ref.: PEX/GN), Institute of Chartered Secretaries and Administrators, 16 Park Crescent, LONDON W1N 4AH.

Administration

ASSOCIATION OF CERTIFIED ACCOUNTANTS
Incorporated by Royal Charter

EDUCATION OFFICER

Applications are invited for this London based post in the Academic Services Department. The Association is the largest of the chartered accountancy bodies examining in the UK and overseas with over 60,000 registered students.

The Education Officer will be primarily involved in the assessment of education qualifications for the granting of exemptions from the Association's examinations, and with special enquiries from prospective students. A degree or equivalent qualification is essential and experience in an Academic Registrar's department would be an advantage.

Salary will depend on experience and qualifications but is not likely to be less than £6,000 per annum.

Application forms and further details may be obtained from: Mr. B. D. Gibson, M.Sc., C.Eng., Academic Secretary, The Association of Certified Accountants, 29 Lincoln's Inn Fields, London WC2A 3EE. Telephone: 01-242 6855.

The latest date for the receipt of applications is 1 April, 1980.

NORTHERN IRELAND SCHOOLS EXAMINATIONS COUNCIL

CHIEF OFFICER

Applicants for this post must hold a university degree, preferably with honours, and have teaching and administrative experience.

The salary scale will be £11,011 x 300 (£12,510 inclusive of London Weighting) plus Annual Bonus of 6 September. £425 Aberdeen non open to general public.

Application Forms, Conditions of Appointment, and Note for the Information of Applicants may be obtained from the Northern Ireland Schools Examinations Council, Beechill House, 42 Beechill Road, Belfast BT8 4RS. Completed applications marked 'confidential' must be received by the Council by 2 p.m. on Friday, 11th April 1980.

Administration continued

LEICESTER
THE POLYTECHNIC
ADMINISTRATIVE ASSISTANT
FACULTY OF SCIENCE

Salary: £5,394-£4,302 by seven increments to £6,077 per annum.

To be responsible to the Faculty Officer. Major duties include servicing of boards of Study, Examination Boards and some other faculty based committees; maintenance of student records and course administration work, and other ancillary duties. Ability to liaise effectively with academic staff important. Applicants should hold an honours degree or a British Institution. Previous relevant administrative experience including supervision an advantage.

Closing date 24th March, 1980.

Application forms and further particulars available from Staffing Officer, Leicester Polytechnic, P.O. Box 143, Leicester, LE1 9BU. Telephone (0533) 551551, Ext. 2301.

LIVERPOOL
THE UNIVERSITY
Appointment of ADMINISTRATIVE SECRETARY

Applications are invited for appointment as ADMINISTRATIVE SECRETARY. Candidates should have had considerable experience of University administration; a good honours degree is a desirable qualification. The salary will be within Grade IV of the salary scales for University Administrative Staff (from £12,823 per annum) and will be determined according to the qualifications and experience of the successful candidate.

Applications (ten copies) should be received not later than April 18, 1980, by the Registrar, The University, P.O. Box 147, Liverpool, from whom further particulars may be obtained. Quote ref. AV/0/2. (THES).

Overseas

Queensland Institute of Technology
Brisbane - Australia

DIRECTOR

The Council of the Queensland Institute of Technology invites applications and enquiries for the position of Director which will become vacant in March, 1981 on the retirement of the Inaugural Director of the Institute.

The Director is the Institute's Chief Executive Officer and is responsible for academic and administrative leadership. Applicants should possess appropriate academic qualifications and administrative experience.

The Institute was established in 1965 on a site close to the central business district in Brisbane. As a multi-disciplinary institution, it offers a range of courses up to Masters degree level, within the Schools of Applied Science, Built Environment, Business Studies, Engineering, Health Science and Law. In 1980, the Institute has a total enrolment of 7,500 students.

The position attracts a basic salary of $A41,360 per annum *plus* appropriate allowances.

Applications and enquiries will be treated in strict confidence. Enquiries for further information should be directed to Mr. B.S. Waters, Secretary of Council at the address shown below.

Applications, which should include a comprehensive curriculum vitae and the names and addresses of three (3) referees should be addressed to:-

Mr. H.J. Parkinson,
Chairman of Council,
Queensland Institute of Technology,
G.P.O. Box 2434,
Brisbane, Q. 4001 Australia.

Applications should be submitted by Monday, 9th June, 1980.

Vacancy Notice

As from 1 September, 1981 the European University Institute has a vacancy for the post of

PRINCIPAL

The European University Institute, set up under the convention of 19 April, 1972 between the member states of the European Communities (EC OJ No C 29, 9 February, 1976), is located in Florence.

The principal's term of office is three years, which may be renewed once.

Further details of salary and conditions of service may be obtained on application to the Secretary of the Institute.

The selectors will be looking for a candidate with:
— extensive academic and administrative experience (of an international nature if possible),
— practical knowledge of French and English.

Those interested are asked to submit their application, with the usual supporting documents, to the undersigned by 1 May, 1980.

Marcello Buzzonatti, Secretary,
European University Institute,
Badia Fiesolana, via dei Roccettini,
I-50016 San Domenico di Fiesole.

UNIVERSITY OF GHANA
SCHOOL OF ADMINISTRATION

Applications are invited for

(1) SENIOR LECTURER/LECTURER IN ACCOUNTING STUDIES

Candidates should have graduate qualifications and teaching and research experience in at least one of the following fields:
(a) Financial Management
(b) Advanced Accounting
(c) Cost and Management Accounting
(d) Auditing and Taxation (Elective)

(2) SENIOR LECTURER/LECTURER IN MANAGEMENT STUDIES

Candidates should have graduate qualifications and teaching and research experience in at least one of the following fields:
(a) Managerial and International Economics
(b) Principles of Management/Administrative Science/Business Policy
(c) Marketing and Marketing Research
(d) Quantitative Methods and Production Management
(e) Personnel Management and Industrial Relations
(f) Secretarial Practice and Office Management

(3) SENIOR LECTURER/LECTURER IN ADMINISTRATIVE STUDIES

Candidates should have graduate qualifications and teaching and research experience in at least one of the following fields:
(a) Public Finance and Public Policy Analysis
(b) Government
(c) Comparative Public Administrative and Public Enterprises

SALARY SCALES: Senior Lecturer—C9,540.00 x C240.00—C10,980.00 p.a.
Lecturer—C6,420.00 x C240.00—C9,780.00 p.a. (under review).

In appropriate cases tax free British Government subsidies in range £5,808-£10,500 p.a. may be payable. Other benefits include free passages, subsidised accommodation, free medical attention and, for those qualifying for the British subsidies, a loan to purchase a car.

Application forms are obtainable from the Overseas Representative (UGSA) Universities of Ghana Office, 15 Gordon Square, London, WC1 to whom the completed forms should be returned not later than 8 April, 1980.

STICHTING NIJENRODE
Instituut voor Bedrijfskunde te Breukelen
(The Netherlands School of Business)

Department of Applied Linguistics

TUTOR IN ENGLISH

Applications are invited for the above position due to become vacant on 1 Sept., 1980. The appointee will be required:
— to teach advanced English
— to conduct research into the use and application of English in management and business
— to provide insight into the cross-cultural problems likely to be encountered in business situations in English-speaking countries, especially the U.K. and U.S.A.
— to participate in management games and similar activities
— to help students to look for work-and-study opportunities in English speaking countries.

Candidates should hold an Hons. degree in Modern Languages or English and possess teaching experience, preferably in teaching English to foreigners with the help of audiovisual equipment. Ample course materials are available for use, but the candidate is expected to be resourceful, creative, and willing to develop new programmes and courses.

Salary is at an appropriate point in the Government scale for University teachers, the current salaries ranging from Nfl. 35,604 to Nfl. 86,352 p.a. with placement according to qualifications and experience, plus 8% holiday allowance. There is a compulsory superannuation scheme (employee 10.3%, appointee 11.7%). This is a probationary appointment for four years, at the end of which a permanent contract may be offered.

For an unmarried appointee, accommodation on the campus can be rented. A married appointee must reside in Breukelen or vicinity.

The Netherlands School of Business is a Government-maintained residential institute offering multidisciplinary studies in Management at University level.

An application with curriculum vitae, photo, list of publications, and names of three referees to be sent to the Registrar, Stichting Nijenrode, Instituut voor Bedrijfskunde, Straatweg 25, 3621 BG Breukelen, The Netherlands (tel: 03462-10441) by 1 April 1980. For further information contact the Dept. Chairman, M. Jeen Noiret. Short-listed candidates will be invited for interview in Breukelen or London.

UNIVERSITY OF SINGAPORE
DEPARTMENT OF ANATOMY

Applications are invited for teaching appointments in the Department of Anatomy. Candidates must be medically qualified and or possess suitable postgraduate qualifications with relevant teaching or research experience.

Annual emoluments range as follows:
Lectureship: S$26,904-41,580
Senior Lectureship: S$35,040-62,220

The point of entry is dependent upon the candidate's qualifications, experience and the level of appointment. These emoluments include a 13th month allowance of one month's salary in December of each year and allowances recommended by the National Wages Council for 1979 and 1979.

For staff appointed on normal contract, emplacement on the permanent establishment will be considered after two 3-year contracts. Leave and medical benefits are provided. Under the University's Academic Staff Provident Scheme, the staff member contributes at the present rate of 16% per cent. of his salary subject to a maximum of S$4957.- p.m.; and the University contributes 20% per cent. of his monthly salary. The sum standing to the staff member's credit in the Fund may be withdrawn when he leaves Singapore/Malaysia permanently. Other benefits include: a settlingin allowance of S$1,000-2,000 depending on circumstances, subsidised housing at rentals ranging from S$100-350 p.m., passage assistance and baggage allowance for disembarkation of persons/effects to Singapore.

Candidates should write for the Registrar, University of Singapore, Kent Ridge, Singapore 0511 giving their curriculum vitae and also the names and addresses of three referees.

Closing date: 30 April, 1980.

AUSTRALIA
ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY LIMITED

DEAN

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Following the resignation of the Foundation Dean, Dr F.N. Cox, applications are invited for the position of Dean, Faculty of Humanities and Social Sciences. At present the Faculty consists of three departments – Humanities, Social Sciences and Librarianship offering courses at Degree and Diploma level, as well, there is a wide range of service teaching.

It is expected that the successful applicant will have postgraduate qualifications in one of the above disciplines, means to gain administrative competence, previous teaching experience and the capacity to provide academic and professional leadership.

This is a limited term appointment for a period of five years.

Salary $A35,651 p.a.

A Position Description should be obtained from Staff Branch, RMIT, Box 2476V, G.P.O. Melbourne 3001. Applications quoting ref. 140-01-AN to the Registrar by April 30, 1980.

UNIVERSITY OF COLOGNE

Two lectureships are available for October 1st, 1980. Applicants should possess a second or higher degree in Modern Languages or (Applied) Linguistics. A good working knowledge of German is desirable.

Duties consist of twelve hours teaching per week on both linguistic and literary topics, at all levels up to the state examination (roughly equivalent to the M.A.). In addition there are administrative and examining responsibilities.

Contracts are for two years. The gross salary, which varies with age and family status, is in the region of DM 2,700 per month.

Applications, with a Curriculum Vitae and the names of three academic referees, should be sent to Dr. G. Krieger, Englisches Seminar, Universität zu Köln, 5 Köln 41, Albertus-Magnus-Platz, West Germany.

THE BRITISH COUNCIL

invites applications for the following post
10 ENGLISH LANGUAGE INSTRUCTORS (KUWAIT)
Language Institute, Kuwait University.

Required for September 1980.

Qualifications: Native speakers of English with MA in TEFL/TESL or equivalent qualifications and 3 years relevant experience.

Salary KD 4,230 to KD 4,990 per annum (exchange rate KD 1.0/£1), free of local taxation.

Gratuity, free furnished accommodation, terminal airfare. 1 year contract, renewable.

Return fares are paid. Local contract is guaranteed by the British Council. Please write briefly stating qualifications and length of experience giving surname, Christ name, reference number KU 93/30 and enclose a stamped addressed envelope for further details and application form to British Council, TEFL Appointments, 65 Davies Street, London, W1Y 2AA.

BEIRUT
LEBANESE UNIVERSITY
FACULTY OF SCIENCE
Hadath

Applications are invited for posts at the level of LECTURER in the following departments: DEPARTMENT OF MATHEMATICS: Salary on scale L 5.840 to L 20.160. Lebanese nationals are equally preferred to foreign nationals. Applicants must have a British Ph.D. or equivalent. The point of entry on the scale is determined by number of teaching years in University or equivalent teaching and Ph.D. Additional salary due to 10 per cent. payable for research centres. The language of instruction is French. Teaching load eight hours per week for lectures and 12 hours for practicals. Total tax deduction from salary is between 4 and 10 per cent. The Lebanese pound is freely convertible at current exchange rate. The University contributes to a pension scheme. Fringe benefits include: one month's salary as bonus, but appointees will be on local contract, and no other benefits. Contract date 1 November, 1980.

Applications with curriculum vitae and two referees to be sent to Professor Hayek, Faculty of Mathematics, Faculty of Sciences, Lebanese University, Hadath-Beirut, Lebanon, from whom further details may be obtained.

Announcements

Call for Papers: Bishop's University is sponsoring a new publication, Studies in History and Politics. Scheduled to appear once a year, each issue is devoted to a specific problem or themes and the theme for 1980 will be: Leadership in Social Policy and Reform in Western Society. Papers may be submitted in English or French and will be referred. Manuscripts should be typed double spaced with generous margins, preferably submitted in duplicate and should not exceed 7,500 words. Manuscripts should conform to the MLA style sheet. Publication of the first issue is planned for Fall 1980. All papers should be addressed to: The Editor, Studies in History and Politics, Bishop's University, Lennoxville, Quebec, Canada and must be received before April 1, 1980.

FRANK CASS

are interested in expanding their scholarly journal programme and would be delighted to consider the possible submission of any existing or proposed learned journal, research only, but not exclusively, in Social Sciences.

Please write to Frank Cass Esq., Frank Cass & Co. Ltd., Gainsborough House, Cadogan Lane, Gainsborough Road, London, E11.

POETRY PRIZES (UNI)
Michael Johnson Poetry Competition.

Forms (s.a.e.) from The Poets (T.U.E.S.), 1 Cadogan Street Lane, St. Albans AL3 3AO.

For Sale and Wanted

OXFORD

House for sale, 3 bedrooms, 2 reception, garden, garage. Freehold. Offers. Call evenings 01-348 8088 (London).

Miscellaneous

TUTOR IN ENGINEERING DESIGN
PART TIME

Our client, an advanced electronics company situated south east London, requires a tutor for three day per week for junior engineers to supervise their performance on a day release course. The ideal person will have a degree or equivalent, preferably with experience of teaching and training.

An attractive fee of £10 per hour is payable.

Please write enclosing full background and details to Box 0000, Times Higher Education Supplement, Admiralty Arcade, London, WC2H 2BN.

Applications should be made to Professor Hayek, Faculty of Mathematics, Faculty of Sciences, Lebanese University, Hadath-Beirut, Lebanon, from whom further details may be obtained.

Courses continued

EAST SUSSEX
BRIGHTON TECHNICAL COLLEGE
FACULTY OF ENGINEERING

Required for a full-time course commencing in September 1980, which has been designed to lead to a City & Guilds Higher Certificate in PRODUCTION AND CHEMICAL ENGINEERING.

Post 1: SENIOR LECTURER £7,004-£8,476 p.a.
Post 2: LECTURER II £4,006 to £7,440.

Applicants should be suitably qualified have relevant industrial experience and preferably some Control Systems or Data Transmission Systems, in addition to Microprocessor Systems.

The successful candidate will take an active interest in the Electrical Engineering Department involved with the training and retraining of technicians in the applications of microprocessors.

Details from Principal, Brighton Technical College, Pelham Street, Brighton, BN1 4FA. Tel.: 102731 (Ext. 271). Closing date within 14 days of this advertisement.

GLASGOW
THE UNIVERSITY
SERIAL IN COMPARATIVE COMMUNIST STUDIES

The Faculty of Social Sciences invites applications for a lecturership in this two-year interdisciplinary higher course. Candidates are required to take four seminar courses and write a dissertation. The course must include either the Political Economy of Marxism, or the Political Philosophy of Marxism; either the history of international communism or comparative Communist Systems; and the study of a selected country (Latin America, Soviet Union, Eastern Europe). The degree is intended to provide a detailed analysis of comparative Communist local movements and 234 countries. Language instruction is provided.

For further particulars apply to: The Administrative Assistant, Faculty of Social Sciences, Adam Smith Building, University of Glasgow, Glasgow, G12 8RT.

Please quote Reference No. 46071.

GLASGOW
THE UNIVERSITY
INSTITUTE OF LATIN AMERICAN STUDIES
M.Phil., M.Litt., Ph.D.

The Institute of Latin American Studies is an inter-disciplinary teaching and research centre engaged primarily in social science research on Latin America, specialising in Brazil, Argentina, Mexico and Venezuela. These social sciences are complemented by work in contemporary literature and history. The Institute offers a range of postgraduate courses leading to the degrees of M.Phil., M.Litt. and Ph.D. in Latin American Studies. The M.Phil. is an 18-month course, 12 months of which consist of the study of the candidate's chosen discipline and of a common core course on Latin American Studies. The M.Litt. is a taught course also providing a common core course. The Ph.D. is a research degree. The Institute also provides for the M.Phil. degree a 3-year part-time course in Latin American Studies. Further information may be obtained from the Secretary, Institute of Latin American Studies, University of Glasgow, 12 Richmond Gardens, Glasgow, G12 8QQ.

In all cases please quote: Ref. No. 46072.

GLASGOW
THE UNIVERSITY
THE OPERATIONAL RESEARCH UNIT
MANAGEMENT AND REGIONAL ECONOMIC ANALYSIS

Vacancies and applications are invited from graduates in Mathematics, Statistics and Operational Research for the post of Research Assistant. Candidates should have a first or upper second class honours degree in Mathematics, Statistics, Economics or in a related discipline. Experience in computing is desirable. Salary will be on the scale for Research Assistants, £3,004-£4,476 per annum. Superannuation and other fringe benefits are provided. The post is initially for one year, but may be renewable for a further period. Further information and application forms may be obtained from the Administrative Assistant, Operational Research Unit, University of Glasgow, G12 8RT.

Please quote ref. no.

LONDON
MALVERN AND DISTRICT DEVELOPMENT CORPORATION
SOUTH DEVON COUNTLANDS CENTRE

Required for a part-time post for a CIVIL ENGINEER, Wednesdays and Thursdays, to assist in the development of the Countlands Centre. Applicants should be Chartered Civil Engineers, preferably with experience of Local Authority work, and be able to work with the Corporation's Chartered Surveyor.

Apply with full details to: Mr. R.A. Collins, Chartered Surveyor, Malvern and District Development Corporation, Malvern, Worcs.

PLYMOUTH POLYTECHNIC

PLYMOUTH BUSINESS SCHOOL
HEAD OF DEPARTMENT OF BUSINESS STUDIES

The department is responsible for undergraduate courses within the faculty of management and business studies, and includes these main disciplines, economics, accountancy and law.

Applicants should have a higher degree and/or a good professional qualification in an appropriate area. Suitable candidates might also be considered for the title of Professor under the procedures which the Polytechnic is in the process of setting up.

FACULTY OF TECHNOLOGY
DEPARTMENT OF MECHANICAL ENGINEERING
READER

The Reader will be required to initiate and develop his own research programme, coordinate the various research activities in the Department of Mechanical Engineering and may contribute to the Honours Degree level teaching. Applicants should possess high academic qualifications and have appropriate industrial or professional experience. Evidence of successful research and extensive publication is necessary.

FACULTY OF SOCIAL SCIENCE
DEPARTMENT OF SOCIAL AND POLITICAL STUDIES
PRINCIPAL LECTURER
SOCIAL ADMINISTRATION

Applications are invited for this new post from candidates with a higher degree and substantial teaching and research experience in social administration. The successful candidate will be expected to play a major part in the development of the Social Administration in the Polytechnic and of the BA Degree in Social Policy and Administration.

DEPARTMENT OF PSYCHOLOGY
LECTURER II
PSYCHOLOGY

Candidates with interests in any area of Psychology will be considered for this post but preference may be given to those with experience in Developmental Psychology, Perception or Social Psychology. A good first degree in Psychology and a higher degree or relevant postgraduate experience are essential and the successful candidate will have active research interests.

COMPUTER CENTRE
PRINCIPAL LECTURER, OR SENIOR LECTURER PROGRAMME AND PROJECTS LEADER

The Computer Centre has taken delivery recently of a Prime Dual 550 System and is now seeking additional staff.

The programme and projects leader will supervise overall the programming teams concerned with provision of programming service to students and staff of the Polytechnic and Administrative services, and to take a leading part in the development of these services. Opportunity will also be provided to initiate or develop research interests. Proven professional experience in computing at a senior level, together with sound academic qualifications are required. Appointment at Principal Lecturer or Senior Lecturer level dependent on the successful candidate's experience, qualifications and abilities.

SENIOR LECTURER OR LECTURER II
USER SERVICE GROUP LEADER

The User Service Group Leader will be responsible for the programming team producing and maintaining documentation provided by the centre and information relating to computing service and support provided by the centre. Proven experience in programming is required. Experience in User Service work would be a further advantage. Appointment at Senior Lecturer or Lecturer II level, dependent on the successful candidate's experience, qualifications and abilities.

SALARY RANGE (UNDER REVIEW)
HEAD OF DEPARTMENT (V) £10,128-£11,253
READER £8,256-£10,362
PRINCIPAL LECTURER £8,256-£10,362
SENIOR LECTURER £7,092-£8,871
LECTURER II £4,806-£7,446

Application forms for the above posts to be returned by Friday, April 25, 1980, can be obtained, together with further particulars from The Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

General Vacancies

Opportunities in Technical Publications with Ferranti

Resulting from our successful expansion the Cwmbran Department in South Wales has vacancies for **Technical Authors.** The work comprises of preparation of technical documents and handouts of varying complexity for both the hardware and software sides of our operation.

If you are an **experienced Technical Author** or you have **graduated** in a **science based subject** and have an interest in computers together with an aptitude for clear expression we would like to hear from you.

There are also vacancies for Editorial Assistants whose duties are concerned with the editing of technical documents, proof reading, preparing draft illustrations etc. Candidates should possess good 'O' and/or 'A' levels in Maths and English.

Ferranti Computer Systems Limited is recognised as one of the world leaders in electronic technology and has already announced its plans to build a superb, custom-built £5½m systems design complex at Cwmbran, the first phase of which will be ready by the end of 1981.

If you are interested in joining a company which is forging ahead in the South Wales area contact the Personnel Department, Ferranti Computer Systems Limited, Clarence House, Clarence Place, Newport quoting ref. no. C/G/25/THES.

Open to male and female applicants.

FERRANTI
Computer Systems

Miscellaneous continued

EW

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Emile Woolf & Associates have over the last five years developed into one of the leading names in accounting education, preparing students for the examinations of most of the leading accounting and financial bodies. In order to support our continued expansion we require further teaching staff.

Working in accountancy education offers a unique opportunity to develop both communicative and intellectual skills and to obtain real satisfaction in watching the progress of students in the early stages of their professional career.

The people we are looking for should have a recognized accounting qualification and may, in addition, have a degree. Our prime requirement, however, is that they should be young in spirit—if not in years—and be prepared to contribute fully to the academic well-being of the students who have entrusted their education to us.

If you are interested in a career with us please contact Mr. E. H. Woolf, FCA at the address shown below. Salary and conditions will be negotiable according to qualifications and experience, but will not be a barrier for the right person.

25 Old Gloucester St., Queen Square, London WC1N 3AF

KINGSTON POLYTECHNIC
School of Electronic Engineering and Computer Science

Senior Research post in NUMERICAL ANALYSIS AND SOFTWARE DEVELOPMENT FOR CONTROL SYSTEMS

A person with Fortran programming experience and a strong background in numerical analysis and/or control systems is required to take up a senior position in a small group developing software and carrying out numerical analysis research in the control systems field. The project is supported by the SRC through its Interactive Computing Facility and the software developed is intended to support research workers in this field throughout the UK, Europe and the USA in order to maintain close contact with other major groups developing software in this field. The post is suitable for someone who has recently completed, or is about to complete this year, an MSc or PhD course in Numerical Analysis, Control Systems, or Computer Science.

Salary in range up to £7,017 p.a. (under review), depending on qualifications and experience.

Further details and application forms from Assistant Registrar (Personnel), Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE. 01-549 1366.

Details of all advertising categories carried in the TLS Classified Advertisement Pages may be obtained from

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LETTERS TO THE EDITOR

Laurie Taylor

If anything, Little and Large seemed to be taking even longer than usual to finish their dreary programme. At this rate, thought Lapping, he might as well drop off before half past eight and completely miss *Dallas*, *Tales of the Unexpected*, *Match of the Day* and the first half of *Parkinson*. A Saturday evening wasted: five unsmoked Panatellas and an unconsumed bottle of Chianti Classico to wake up to on Sunday morning. Syd and Eddie were not it again. Was this what his old headmaster had meant first week about the refined life of a don? What was it? . . . Ah yes . . . " The senior common room, the port, the conversation, the whole . . . cerebral ambience."

" A little more claret my bruve dorling?"

"That would indeed be delightful" murmured Lapping, lifting his deep brown sensitive eyes from the March issue of the *New York Review of Books* and smiling across at his tall fifteen-haired Swedish wife Solveig who sat on the opposite side of the glowing fireplace following the score of Mahler's Sixth with a long elegant flugar.

" Something is certainly needed to add a little piquency to this polished but complex review by Edmund Leach of the two latest books on social mobility in Great Britain."

Solveig smiled as she delicately poured 1970 Chateau Talbot. " Are these the Goldthorpe and Halsey volumes, my clever love ? " she asked with a slight toss of her long hair.

" A continuation of the Oxford Research Project on Social Stratification which has absorbed a major part of the excellent Social Science Research Council's budget in the past 50 years ? "

" Absolutely ", agreed Lapping, fondling the tip of his ascetic jaw with a forefinger and allowing a slight pensive frown to cross his broad forehead as he leant back in the deep leather swivel armchair " a most welcome and unexpected Christmas present from a group of third year students to mark the publication of his recent monograph on Lacanian Structuralism.

" It's an important project which endeavours to demonstrate in its separate ways that our patterns of social mobility provide little grounds for the belief that we are slowly moving towards a more egalitarian society."

" How admirable ", said Solveig, quietly rearranging this half-read proof of her latest novel to make room on the coffee table for the wafer claret.

" Indeed, indeed ", agreed Lapping as the click of the rustic garden gate announced the return of their son Gawain from 'cello practice. " His lessons are limited, he gentle and thoroughly anthropological questioning of their reliance on statistical generalizations and a reasoned comment on their failure to adequately confront the Marxist concept of class."

" But surely, my own deep-thinking sweetheart ", murmured Solveig, the fine fingers of her left hand absentmindedly fondling the silky hair of Zoë the Afghan, " isn't any empirical study yet an essentially dynamic phenomenon ? Doesn't it find itself bedevilled by a certain reductionism — what one might call a regression to an operational mean? Isn't it an unavoidable feature of a positivistic epistemology?"

This mulled gently across at each other and allowed the echoes of the room to mumble through their consciousness. The chords of Mahler's second movement, Zoë's regular breathing, the distant bubbling of the coffee percolator . . . and the slowly emerging noise of Jimmy Hill burbling enthusiastically about the goal of the month.

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NELP: no prior consultation with academic staff

Sir,—As past and present external examiners for the sociology degree at North East London Polytechnic we have been dismayed by proposals to close departments and reorganize the polytechnic. The proposals were formulated in the course of one weekend by an informally constituted working party, consisting of five members of the board of governors. The proposals were not based on information about the amount of money that had to be saved and, indeed, that information is still not available. There has been no prior consultation with academic staff.

The substance of the proposals was released to the press before polytechnic staff had been informed of them. The timing of the subsequent process of decision-making (culminating in a final decision to be made by the board of governors), makes it clear that very little time has been allocated for proper discussion of the proposals: February 15—proposals announced; February 28—meeting of policy and resources sub-committee of governors; March 19—meeting of academic board; March 21—meeting of board of governors; March 28—meeting of joint education committee of the three boroughs.

There are, thus, two days between the academic board meeting and the meeting at which the governors will make the final decision on the proposals. Furthermore, the governors will be making this decision *before* the joint education committee meeting which will determine the polytechnic budget. The papers of the working-party recommend, inter alia, the closure of the department of sociology and its courses. In the supporting papers no attempt whatsoever is made to justify this recommendation: indeed, there is no discussion or argument of any kind which could lead to such a recommendation.

It is suggested in the plan that areas of minimal demand, and areas with present and forecast national decline in demand, must be critically reviewed. Present undergraduate enrolments in the departments at NELP are in the order of 250, and UCCA, in a press release of December, 1979, placed sociology within a static demand category. The grounds for supposing a rapid decline in current or future demand for sociology are therefore not clear.

Current economic and technological problems make long-term planning difficult. But, proposals such as those advocated by the working party at NELP, and now backed by the policy and resources sub-committee, have long-term and irreversible consequences. In the light of comments (such as those of the Finniston report) about the perils of an over-rigid understanding of vocationalism, and stress upon the need for flexibility and innovation in graduates, the need for the social sciences seems ever more apparent.

The implications of the planning methods and principles underlying the proposed cuts at NELP are far-reaching. They are profoundly disturbing: not only for the four departments and two faculties under attack at NELP, nor simply for NELP alone, but for all polytechnics and ultimately for the whole tertiary sector of education.

Yours faithfully,

NOEL PARRY,
Head, Department of Sociology,
Polytechnic of North London;
BASIL BERNSTEIN,
Professor of Sociology of Education,
University of London;
ROBERT MOORE,
Professor of Sociology,
University of Aberdeen;
JANET WOLFF,
Lecturer in Sociology,
University of Leeds.

Sir,—You report correctly (*THES*, March 7) that we have asked university sociology departments not to accept students wishing to transfer from NELP to degree courses elsewhere until the situation at the polytechnic is satisfactorily resolved. However, we have also written to the governors expressing our concern at the proposal to close this large and successful department. While we understand the problems posed by budgetary constraints, the demand nationally for places on sociology courses is buoyant throughout the country and we are not confident that a proper academic case has yet been made for this particular proposal.

Yours faithfully,

JOHN WAKEFORD,
Chairperson,
British Sociological Association,
10 Portugal Street, London . . .
WC2A 2HU.

A question of style

Sir,—In Lisa Jardine's combative review of my book, *Literary Language from Chaucer to Johnson* (*THES*, February 29), I was disappointed to find absolutely no reference at all to language. She appears to believe that the "informal and formal definitions" of the classical rhetorical handbooks with regard to the three styles cannot be reinterpreted without *actually* discarding them completely. This is what the whole of my book was attempting to disprove. Levels of style can be shown to exist in many authors and they do have a linguistic and a stylistic reality. Of course, this thesis is not new, and I have never suggested anywhere that it was. However, it is reasonable for a writer to try to make more explicit a well-established opinion by different methods. Certainly, I am indebted to Auerbach and Traversa, but I do not refer to them because they have almost nothing to say about language in this way I want to deal with it.

Miss Jardine is at liberty to scoff at the opinions of various authorities on Ramus, and claim that I have completely misunderstood them; I believe I know that my views are a perfectly fair summary of a position she happens to disagree with strongly. I am using the ideas of Ramism to explain some aspects of stylistic change; I am not primarily engaged in a complete reassessment of the subject. Finally, I must say that I do not think Sidney is a Ramistic writer because he writes ornately and persuasively; he is a Ramistic writer because he believes that the inherent persuasiveness of argument and method.

There may be many scholars who believe the study of historical style is complete now, and requires no further development; should these people never write books that deal with such development?

Yours faithfully,

A. J. GILBERT,
School of English,
University of Leicester.

Premature retirement

Sir,—As one who has already agreed with his employers that in view of the general financial stringency he should retire at 60 I was interested to see the discussion of the premature retirement scheme (*THES*, February 29). The desirability of such a scheme is obvious, and most of its advantages are mentioned by your contributors.

However, the requirement that each institution should finance its own share of the scheme is clearly inequitable and is particularly a realistic burden on many smaller institutions (such as mine) whilst the members of the scheme. The proportion of staff eligible must also differ very widely as between institutions. It is possible that the new universities of the 1960s will have few such cases, and some of the older ones may have rather a lot. Thus, whether any individual can take advantage of the scheme is a lottery. The PSSU and USS schemes were designed nationally so as to even out the burdens. Given continued high rates of inflation, and index-linking of pensions, one could imagine a case where a participating institution might in a few years have pay a great deal for its 5/80th share of a pension, and, if salaries continue not to be index-linked, the economy of retaining older members of staff may become dubious.

I should also add that in our industry, as in all others, these schemes require some back-up on other grounds if participants are to accept them readily. If the worker agrees to tomain out of the labour force (does not take held regular full-time employment and does not draw unemployment benefit), he or she should be eligible for the appropriate Pension age concessions from the Inland Revenue. Middle-aged retirees cannot see the state pension until they are 65, so something must be done to bridge the gap, and the tax concession would be an admittedly crude way of increasing the effective level of the private pension scheme. Concessionary travel and other public sector benefits usually reserved for the over 65s would also help.

Yours faithfully,

DAVID EVERSLEY,
Policy Studies Institute,
1/2 Castle Lane,
London, S.W.1.

Sir,—I would normally hesitate before taking issue with any of your contributors, but feel bound to point out that there were a number of inaccuracies in David Jobbins' article, namely: (1) the premature retirement compensation scheme officially came into operation on April 1, 1976—not 1977. (2) As yet, no statutory regulations (such as those which govern the Crombie scheme) have appeared. (3) The original "hand-out" for the scheme envisaged redundancy or lack of capacity as possible reasons for early termination of service—voluntary retirement appeared as an option or local level. (4) As far as the Crombie scheme is concerned, the DES has responsibility only for the staff of the voluntary colleges. Staff from colleges in the maintained sector remain the responsibility of local education authorities who have to accept all the administrative and most of the financial responsibilities relating to the scheme.

Yours faithfully,

J. N. McMANUS,
38 Cranford Way,
New Malden, Surrey.

Sir,—I write to correct a serious error in the article "Early retirement seen as the answer to academic bottlenecks", Birkbeck College has no scheme for early retirement from the age of 45; we have no wish either to override the terms of the national agreement or to hasten the departure of our staff.

Yours faithfully,

R. E. SWAINSON,
Secretary and Clerk to the Governors,
Birkbeck College,
University of London.

Letters for publication should arrive on Tuesday morning at the latest. They should be as short as possible and the editor reserves the right to cut or amend them as necessary.

A god-given right to public monies?

Sir,—Too often, it is left to humanists" to preach and educate us to what academics do, what is right and wrong, how they should behave. The articles by Professor Griffith and Kenneth Minogue (*THES*, Mar. 7) stuck in my craw; as we might in that of any academic.

Taking Professor Griffith's first, by what right, in a changing society, does he (or this profession alone?) have life and immunity from the of change. If the country suffer a drastic decline in numbers, is he quite happy, conscience, to enjoy a life of untroubled by the need to His last paragraphs, too, genuous or naive. Does he university—which is a fac ing more than a body of teach like himself—has a prerogative to accept public monies and of them as they wish? chester, Birmingham, Leeds and Glasgow, not to London, there are large ples of waste and duplicate small and inefficient duplicate one another's mentioning "dirigisme" I doubt he has in mind the UGC exercise on Russian His attitude is encapsulated acquaintance sentence, "the decide how to spend the money given".

Kenneth Minogue's equally slipshod and facile or athelest may be qualified to teach Hume as he says, since those beliefs should not be tested through to the subject. How put it at the lowest comment nominator, it is open to question whether society should pay turer to lecture those that society. Here confuses the basic democratic to free speech (which I with the obligation of public ture such believers. The metaphor is misleading, speakers then were not, we know, advocating in Minogue, too, resorts to known artifice of the devil adding derogatory prefixes describe those whose ideas agrees with. If there are democrats "whose heads are nonsense about the function versities being to serve the munity . . . " then I am an And if "servility" means servility, I am guilty.

Yours faithfully,

D. F. MALLOWS,
86 Sandfield Road,
Headington, Oxford.

A flock of masters

Sir,—The opposition to the proposals from the (*THES*, February 29) is the reaction of a threatened, vocal, articulate opposition from a minority understandably, elevated its voice which it will increasingly resources to provide not overstretched, with valued institutions, courses themselves, the courses for all the eighteen establishments to be supervision by a "master masters.

Yours faithfully,

TIMES PAST THE TIMES
HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Tough thinking not rhetoric is needed to fight the cuts

Present gloom and future doom so preoccupy higher education these days that there is a danger that the present cuts in public expenditure on universities, polytechnics and colleges will be got out of proportion. This is not to suggest that these cuts do not pose a most serious threat to maintaining Britain's present very high academic standards and to extending Britain's far too limited opportunities for post-school education. It is simply an argument for fighting the spirit of the cuts as well as their *substance*—and the best way to do that is not to become totally obsessed by cuts to the exclusion of other, far more hopeful, subjects. To see the future of higher education entirely in terms of available resources is a narrow and materialist vision. It is to play the game according to rules devised by one's opponents who prefer to see higher education food most of social policy) as an extra that cannot be afforded rather than as one of the foundations of a healthy culture and a civilized society, and an important contributor to the creation of national wealth.

The position of *The THES* on cuts is, we hope, clear. We oppose them. We do not accept that cuts are inevitable like some latter-day Black Death to which all publicly supported services must eventually succumb. But we do accept that the real constraints imposed by slow or no economic growth cannot be merely wished away and that Luddite-style opposition to cuts in higher education is not intellectually respectable unless a general case is made for sustaining public expenditure as a whole.

These are very important qualifications. Opposing cuts is far from the soft option that so many anti-cuts campaigners seem to believe. It is a tough option which leads inexorably to the adoption of tough policies. Know-nothing opposition to cuts that boils down to not much more than the defence of a privileged status quo does not deserve to succeed. The only way to turn back the tide of cuts is to develop an alternative policy on public expenditure that is intellectually credible and politically feasible.

This alternative will certainly require a significant readjustment of the present balance between private and public consumption and investment to the advantage of the latter. This readjustment will be much more difficult to make in the depression-ridden 1980s than the earlier readjustment in the same direction in the booming 1960s. It will not only provoke renewed criticism about the growth of the corporate state but also almost certainly require a much tougher incomes policy than in the past. It will clearly be difficult to win acceptance for such a policy and even more difficult to hold the line if it is adopted, but it is not impossible and it is probably the only way to sustain and improve the welfare state built up between 1945 and 1973.

Of course, public expenditure cannot be seen in isolation from economic policy as a whole. Looking back over the 1970s, the real damage to higher education has been caused by the indirect "cuts" of inflation not by direct cuts whether imposed on the orders of the IMF or in harmony with Chicago economics. It is true of the present cuts. The reductions made in last year's budget and threatened in this winter's public expenditure White Paper are trivial compared to the threat of a cash limits squeeze.

'Cuts by commission are not half as effective as cuts by omission'

Twenty per cent inflation, therefore, has a far greater impact on the financial conditions of higher education than programme cuts. The latter always seem to turn out to be less in practice than on paper, while the former screws up uncertainty to a pitch of near-paralysis which compounds the effect of the actual cuts. Cuts by commission are not half as effective as cuts by omission.

So higher education, like all publicly financed services, has a vital interest not only in the level of public expenditure but also in the rate of inflation. Seen in this light the greatest criticism of the present Government's record is not that they have made cuts but that they have allowed inflation to double in less than a year. The implication for opponents of the cuts is that as much attention should be paid to ways to bring down inflation (like an effective incomes policy) as to resisting direct cuts that may, in fact, be far less damaging. Again, this emphasizes the defending high public expenditure far from being a soft option is a very tough option indeed. Those who are not prepared to accept the reality of these consequences should perhaps be less shrill in their opposition to cuts.

From these three common failures: to see the cuts in proportion; to follow through rigorously the consequences of high public spending; and to identify properly which cuts are most damaging; can flow a fourth which is most damaging of all. This is the danger of immobilism. Grim determination to defend the present system, warts and all, against the threat of cuts may overwhelm the instinct for innovation and the capacity for reform. This is perfectly understandable. There is a world of difference between accepting heavier teaching loads if the aim is to expand opportunities and having less favourable staff/student ratios imposed in order to save money. Similarly flexibility in working may be fine if it allows more mature students to be taught in evening classes but unacceptable if it is the prelude to some short gun early retirement scheme.

But to reject all change is to succumb to the spirit of the cuts although it may have the appearance of fighting their substance. It will lead to an ever worsening orthritis which will make positive reforms more difficult to achieve when the financial climate improves. Model E and all that it stands for will require a great deal of flexibility in working practices, in financial arrangements, and, above all, in underlying attitudes if it is ever to come to anything. It would indeed be a tragedy if the capacity for flexibility that exists today in British higher education in a far from generous quantity is further eroded by the experience of the present cuts.

An effective campaign against the cuts, therefore, must be based on reality not rhetoric. It must see them in proportion to the more than £2,000m a year that is spent on higher and further education. It must be based on a proper analysis of all the economic measures taken by the Government and so give as high a priority to fighting inflation as to fighting the cuts. It must suggest a credible alternative and have the courage to face the tough and perhaps unpopular implications of such a policy. Above all, it must fight against innovation. The worst possible reaction to the cuts would be for higher education to retreat into the shell from which it has so recently emerged.

A case of muddled thinking

Before the publication three weeks ago the Conservative Party's Hoker report, which recommends abolishing the Inner London Education Authority, was code-named the Sherlock report. The name could hardly have been less apt. For all its attention to detail and lucid argument, the report could more reasonably have been code-named after the muddled Dr Watson or the obviously obtuse inspector Lestrade. The report is flawed, not only by its failure to consider the implications of three major ILEA colleges and the authors' failure to take into account the rapidly shrinking school population in Inner London; but by the impression that it was written with little real knowledge of the ILEA and the complicated services it provides, education being a large, conurbation, section on higher education, ILEA polytechnics and other colleges under the control of a borough joint education committee, is a case in point. Nowhere in the Baker report are the arguments in favour of such an arrangement set out. An appendix on higher education simply contains an incomplete list of the polytechnics and colleges concerned. The public is left to assume that the reasons for the change to the arrangements for higher education are the same as those advanced for the ILEA as a whole—that it would reduce costs, raise educational achievement and increase public accountability.

Nobody familiar with higher education in London could take these propositions seriously. The ILEA is notorious among polytechnic directors for its flexible disciplines. Its size and status have enabled it to intervene to the benefit of the polytechnics to a far greater extent than smaller authorities would dare. In some cases, such as its attempt in 1978 to punish the polytechnics which refused to bow to its policy on overseas student quotas, the intervention has caused bitterness. More often, it has increased efficiency and reduced costs. The ILEA is the only authority which has been able to distribute staffing posts from one polytechnic to another, and carry out stringent internal audits. At the same time it has been able to avoid the political rivalries between authorities which have frustrated the development of outer London polytechnics administered by joint education committees. The directors of the inner London polytechnics have made it plain that they prefer the benevolent dictatorship of the ILEA to the unknown dangers of a 12-borough committee, which would itself be expensive to run.

Living off inner London's higher education would not just increase the financial accountability of its institutions, however. It would also rupture the historical connexion between schools and further and higher education. In 1978 an eminent Conservative, Sir Frank Marshall, said in his report on the GLC, that such a rupture would cut across the philosophy of the 1944 Education Act, which insisted that education should be regarded as "a seamless garment".

Fair play for the job market punters

William Taylor

Common room gossip generates a rich mythology about the processes of academic appointment. The job was fixed from the start. The advertisement was purely cosmetic. The application dateline was timed to ensure that only a favoured few could put in. The l.e.o. sent applicants for the poly directorship a form that demanded details of O levels. But it was fixed. The head of department had the chairman of the committee in his pocket. The only real choice was between which of the two internal candidates got it. Three hundred miles for 20 minutes!

The function of much of this talk is clearly to protect the egos of the unsuccessful. But it also reflects the strength of individual and social feeling aroused by the whole business of trading reputations, careers and personal futures in the ocademic labour market.

Notwithstanding ego-defensive rationalizations, amplified by the ritualistic pillorie of smokespeople for allegedly under-represented special interest groups, the academic job market in this country remains impressively open to talent. Is it too open? Does too much turn on the interview?

The hard bones of the formal procedures are familiar, and the flesh that clothes them pretty well understood by both candidates and institutions. But there are still too many examples of unnecessary inconvenience and trauma for individuals, and inadequate efficiency on the part of institutions.

'We cheerfully make appointments for life on the strength of a few decent papers'

The potential investment, even at current prices, in a man or woman given tenure in their twenties, would pay for the erection of a teaching block or laboratory. To put up a building requires lengthy and time-consuming consultation with architect, engineers, potential users, and a variety of other professionals. The critical decisions about where it will be, what it will look like, how it will be used take months and sometimes years. Yet still in some places, we cheerfully make appointments for life on the strength of a few decent papers, supportive statements by referees, the creation of a good impression during a pre-interview visit round and an impressive 40-minute performance with the committee.

The procedure is open enough to be sure. It is a good and desirable thing that members of committees should approach their task without preconceived notions as to who will be chosen, and base their decisions on the evidence presented to them. If to be appointed always required prior knowledge within the trade of one's work and one's person, then the claim to openness could no longer be sustained. But without sacrificing the advantages of open advertisement, there are still things that could be done to improve selection procedures. There may, after all, be something to be learned from the thoroughness of the North American "search".

For the individual applicant, there is always more at stake than the few Xerxed CVs and a 12p stamp that amateur career counsellors cheerfully assess as the price of entering the market. Mortgages, an employed spouse, the conservative instincts of articulate children, are all familiar obstacles to mobility. The stakes are lowest for the jobless without other ties, highest for those already in post and with family commitments.

Less often considered are the effects of it being known among colleagues that one is "on the move". The expansionist myth held that this led to immediate interview with the chairman or dean, a heart-warming assertion of one's value in the department and an offer of early promotion or, at very least, several increments up the scale. Today's scenario is different. According to circumstances, the potential leaver can be cursed for creating a vacancy that will promptly be frozen or disestablished, blessed for contributing to natural attrition and the survival of colleagues' positions. The mere fact of "putting in" can itself lower rank in the collegial pecking order. Repeatedly to fail in external applications weakens the claim for internal consideration.

Even if there are no financial, domestic or collegial impediments to "having a go", there are still for many people personal costs of a kind they prefer not to pay.

'Not all professors and heads of department are possessed of the art of drafting accurate and informative job descriptions'

The potential applicant combs the columns for notification of suitable vacancies, sends for the detailed particulars, almost invariably offered, obtains referees' permission to use their names, completes and dispatches the requisite forms or a suitable letter. And waits. Some times the silence is broken and hopes lifted when referees intake it known they have been approached. Then, for the fortunate, the call to interview, sometimes preceded by an invitation to visit the department for informal discussions. In some places there are two interviews. In the course of a single day, a so-called long list becomes a short list, fewer sit down to lunch than took coffee, and at the dusk gathering without and the smoke thickens within, the survivors eye each other appreciatively across the teacups.

Judgments have also to be made, often on the basis of inadequate information, about the conditions and the people with whom one may be working. Not all professors and heads of department are possessed of the art of drafting accurate and informative job descriptions. Their efforts are sometimes the despair of personnel officers.

Few conversations are more painful than those with former colleagues who have discovered within a term, a month, a week, even a day of taking up a new post that they dislike everything and everybody about the place. Shades of those emigrants who convince themselves they have made a dreadful mistake even before the luggage comes down the chute at Montreal, Sydney or Auckland. For them, there is the next plane back to Britain. For academics, there is sometimes no way back.

Thus for individuals and institutions alike, the risks involved in appointment decisions are greater than once they were. Everyone would gain from fuller and more carefully worded job descriptions, extended opportunities to look each other over in what is, after all, a mutual process of choice, two and, three-stage interviews with separate panels where appropriate, phased to allow impressions to be obscured and records reviewed, and more attention given to the apparently minor but important matters of acknowledging applications, thanking referees, and notifying all those concerned of the outcome. There are few of us who could not do something to improve our selection and appointment procedures. It is imperative to do so if we are to obtain maximum benefit from the very limited amount of academic mobility possible in the years ahead.